

THE APPLICATION OF WALL PASS TRAINING TO IMPROVE FUTSAL PASSING SKILLS AMONG EXTRACURRICULAR STUDENTS AT AL-HAADI ISLAMIC BOARDING SCHOOL, LUBUKLINGGAU

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Abstract: This study aims to determine the effectiveness of wall pass training in improving futsal passing skills among extracurricular students at Al-Haadi Islamic Boarding School, Lubuklinggau. This research employed a quasi-experimental method. The population consisted of 20 futsal extracurricular students, while the sample included 15 junior high school students selected based on specific criteria. Data were collected using a passing accuracy test. Data analysis was conducted using SPSS version 23 with a parametric statistical test, namely the Paired Samples T-Test. The results showed that with a significance level of $\alpha = 0.05$ and $df (n-1)$, the t-table value was 1.7613, while the t-count value was 26.252. Since $t\text{-count} \geq t\text{-table}$, H_a was accepted and H_o was rejected. This indicates that wall pass training significantly improves futsal passing skills.

Keywords: Training, Wall Pass, Passing, Extracurricular, Futsal.

INTRODUCTION

Basically, futsal is a ball game that predominantly uses the feet. Similar to football, futsal has now become a sport that is widely favored by the community. This is not only because it resembles football, but also because futsal is easy to play and does not require as many players as football. The most important factor in achieving success in futsal is that players must be able to master basic techniques such as passing, controlling, dribbling, and shooting (Farhan & Tomi, 2023).

Passing is one of the most essential fundamental techniques in futsal. According to Farhan and Tomi (2023), passing is a basic skill that is highly needed by players, especially on a flat and relatively small court, where strong and accurate passing is

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required. With good passing ability, players can quickly move the ball forward to create scoring opportunities. Hadi (2021) states that wall pass passing is a technique that must be consistently practiced in every training session to achieve correct and effective passing movements, including accuracy, direction, and skill improvement.

Danny Mielke and Fuadi (2020:19) explain that passing is the art of transferring the momentum of the ball from one player to another. Similarly, Clive Gifford, as cited in Fuadi (2017), emphasizes that passing is the most important skill to master because it connects all players across the field and enables a team to build effective attacks.

To perform an effective pass, the supporting foot should be placed beside the ball, not the passing foot. The inside of the foot is used to pass the ball. Attention should be paid to the swinging foot (the foot used to pass), which should be swung forcefully forward from behind. At the moment of contact (impact), the inside of the foot should strike the center of the ball and press downward to prevent the ball from lifting off the ground. This movement should be followed by a follow-through, where the swing of the passing foot continues after making contact with the ball.

According to Ratna Sari and Nugraha (2022), the wall pass training method involves returning the ball to a teammate with a single touch. One important aspect to consider when performing this pass is positioning. Fahmi (2023) states that a wall pass is a technique in which two players exchange passes quickly, accurately, and continuously without dribbling. This type of passing technique, which requires a player to run forward to receive the ball after passing it to a teammate, is also commonly referred to as a one-two pass.

The wall pass is a very simple movement technique. It is usually performed by two or more players who exchange passes with the aim of breaking through a tightly organized defense (Suantama et al., 2020). According to Irhamna (2023), a wall pass—also known as a one-two pass or give and go—is a technique in football in which a player passes the ball to a teammate and immediately moves forward past the opponent to receive a return

pass. This technique is used to bypass opponents quickly and efficiently through a combination of movement and short passing.

Based on preliminary observations conducted by the researcher during extracurricular futsal activities at Al-Haadi Islamic Boarding School, Lubuklinggau, on January 25, 2025, the researcher was interested in conducting this study because the students were found to have relatively low passing ability, particularly in executing variations of wall pass techniques. In addition, students showed a lack of motivation to participate in training due to boredom with repetitive training programs. As a result, the training sessions lacked variation and tended to focus more on playing rather than structured skill development.

LITERATURE REVIEW

Futsal is a ball game played by two teams, each consisting of five players. The objective of the game is to score goals by maneuvering the ball using the feet and other parts of the body except the hands, except for the goalkeeper. In addition to the five main players, each team is allowed to have substitute players. Official national-level futsal competitions in Indonesia have been held since 2008 and are managed by the National Futsal Board (BFN), an organization established by PSSI to oversee futsal development in Indonesia. At that time, the Indonesia Futsal League (IFL) championship was participated in by seven futsal clubs representing provinces across Indonesia.

According to Ratna Sari and Nugraha (2022), the wall pass training method involves returning the ball to a teammate using a single touch, with proper positioning being a key factor. Fahmi (2023) describes the wall pass as a technique in which two players exchange passes quickly, accurately, and continuously without dribbling. This type of passing technique, which requires a player to move forward to receive the ball after passing it, is commonly referred to as a one-two pass.

The wall pass is a simple movement technique typically performed by two or more players exchanging passes to penetrate a tightly organized defensive line (Suantama et al., 2020). Irhamna (2023) explains that a wall pass—also known as a one-two pass or give and go—is a football technique in which a player passes the ball to a teammate and immediately moves forward to receive a return pass, allowing the team to overcome defensive pressure efficiently through short passes and coordinated movement.

1) Steps of the Wall Pass Technique

According to Muslimin (2020), the steps involved in performing the wall pass technique are as follows:

- a) Player A controls the ball and approaches the opponent.
- b) Player A passes the ball to a teammate (Player B) who is in an open position nearby.
- c) Player A immediately moves quickly into an open space or runs past the opponent.
- d) Player B provides a return pass to Player A into the intended space.
- e) Player A receives the ball again and continues the attack or completes the play.

Figure. Wall Pass Passing

(Nizar, D.A. et al., 2024) Meanwhile, according to Suharno (2015), the steps of the wall pass technique are as follows:

- a) Player A passes the ball to Player B (who is positioned close to the opponent).
- b) Player A runs into the open space behind the opponent.
- c) Player B immediately returns the ball into Player A's running path.
- d) Player A receives the ball in the free space and continues the attack.

METHOD

This study employed a quantitative research approach using a quasi-experimental method. The purpose of this research was to examine the effect of wall pass training on improving futsal passing skills. The research design used was a One-Group Pre-Test–Post-Test Design, in which a single group of participants was measured before and after receiving the treatment. This design was selected to identify changes in participants' passing skills as a result of the wall pass training program.

The independent variable (X) in this study was wall pass training, while the dependent variable (Y) was futsal passing skill. The treatment consisted of structured wall pass exercises conducted during regular futsal training sessions.

The subjects of this study were students participating in the futsal extracurricular program at Al-Haadi Islamic Boarding School, Lubuklinggau. The population consisted of 20 students, while the research sample comprised 15 junior high school students selected using purposive sampling. The selection criteria were based on students' active participation in futsal extracurricular activities and their availability during the research period.

Data were collected using a passing accuracy test designed to measure students' futsal passing ability. The test was administered twice: as a pre-test before the implementation of wall pass training and as a post-test after the completion of the training program. The instrument was used to assess the accuracy and consistency of passing performance.

Data analysis was conducted using inferential statistical techniques with the assistance of SPSS version 23. Prior to hypothesis testing, descriptive statistics were used to determine the mean, standard deviation, minimum, and maximum scores of the pre-test and post-test results. The hypothesis was tested using a Paired Samples T-Test to examine the significance of differences between pre-test and post-test scores. The level of significance was set at $\alpha = 0.05$. The results of the analysis were used to determine whether wall pass training significantly improved students' futsal passing skills.

RESULTS AND DISCUSSION

Before this study was conducted, the researcher first held a meeting on January 25, 2025, with the futsal coach and supervisor of the extracurricular futsal program at Al-Haadi Islamic Boarding School, Lubuklinggau, to discuss the problems faced by students in

performing passing skills. On May 9, 2025, the researcher submitted a research permission letter to the administration of Al-Haadi Islamic Boarding School, Lubuklinggau. The research was conducted from May 12 to June 12, 2025.

This study aimed to determine the improvement of passing skills among students participating in the futsal extracurricular program at Al-Haadi Islamic Boarding School, Lubuklinggau through the implementation of wall pass training. The sample of this study consisted of 15 students who were actively involved in the futsal extracurricular activities at Al-Haadi Islamic Boarding School, Lubuklinggau. The research design applied in this study was a One-Group Pre-Test–Post-Test Design.

According to Sugiyono (2017:114), the One-Group Pre-Test–Post-Test Design is a type of experimental research design in which a single group is evaluated before the experiment and evaluated again after the experiment. Therefore, the pre-test results serve as a control for this study, allowing the researcher to compare students' performance before and after the treatment.

a. Description of Pre-Test Data

The first meeting involved the administration of the pre-test. The pre-test was conducted on May 12, 2025, at the Deal Futsal Court, Lubuklinggau City, and was attended by 15 participants. The pre-test was designed to measure the students' initial futsal passing skills prior to the implementation of the wall pass training program. The results of the pre-test are presented as follows:

Tabel 1 Hasil *Pre-Test*

No	Nama Siswa	Jenis Kelamin	Hasil
1	S1	L	12
2	S2	L	10
3	S3	L	10
4	S4	L	9
5	S5	L	9

6	S6	L	7
7	S7	L	6
8	S8	L	5
9	S9	L	5
10	S10	L	4
11	S11	L	4
12	S12	L	3
13	S13	L	3
14	S14	L	2
15	S15	L	2

The results of the descriptive analysis of the pre-test data indicate that the maximum score was 12, the minimum score was 2, the mean score was 6.07, and the standard deviation was 3.240.

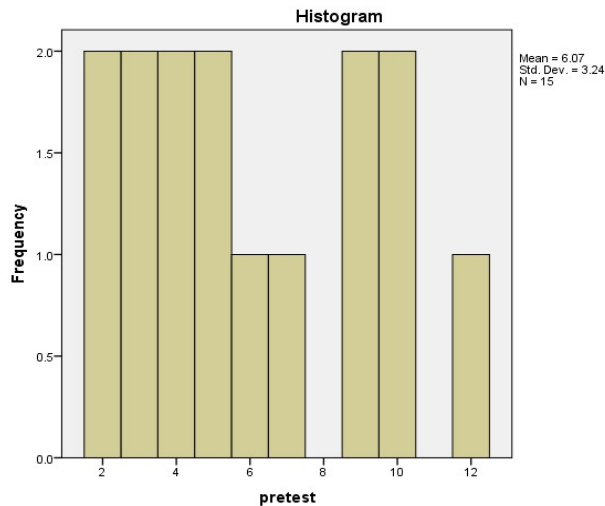
Table 2. Percentage Distribution of Pre-Test Data

No	Interval	Category	Frequency	Percentage
1	13–15	Very Good	–	–
2	10–12	Good	3	20%
3	7–9	Fair	3	20%
4	4–6	Poor	5	33.33%
5	1–3	Very Poor	4	26.33%
Total			15	100%

Based on the table above, the frequency distribution of the pre-test results shows that none of the students (0%) were classified in the *very good* category. Three students (20%) were categorized as *good*, three students (20%) as *fair*, five students (33.33%) as *poor*, and four students (26.66%) were classified as *very poor*. The total number of participants involved in this study was 15 students.

When presented in the form of a diagram, the distribution of the pre-test results is illustrated in Figure 1 below.

Figure 1. Pre-Test Diagram



Based on the figure above, it can be concluded that one student obtained a score of 12, two students scored 10, two students scored 9, one student scored 7, one student scored 6, two students scored 5, two students scored 4, two students scored 3, and two students scored 2.

Description of Post-Test Data (Final Test)

The final meeting involved the administration of the post-test. The post-test was conducted on June 12, 2025, at the Deal Futsal Court, Lubuklinggau City, and was attended by 15 participants. The post-test results are presented in Table 3 below.

Table 3. Post-Test Results

No	Participant	Gender	Score
1	S1	Male	15

No	Participant	Gender	Score
2	S2	Male	14
3	S3	Male	13
4	S4	Male	12
5	S5	Male	12
6	S6	Male	11
7	S7	Male	10
8	S8	Male	10
9	S9	Male	9
10	S10	Male	8
11	S11	Male	8
12	S12	Male	7
13	S13	Male	7
14	S14	Male	6
15	S15	Male	6

The descriptive analysis of the post-test data shows that the maximum score was 15, the minimum score was 6, the mean score was 9.87, and the standard deviation was 2.900.

Table 4. Percentage Distribution of Post-Test Data

No Interval Category Frequency Percentage

1	13–15	Very Good	3	20%
2	10–12	Good	5	33.33%
3	7–9	Fair	5	33.33%
4	4–6	Poor	2	13.33%
5	1–3	Very Poor	–	–
Total			15	100%

Based on Table 4, the post-test frequency distribution indicates that three students (20%) were classified in the *very good* category, five students (33.33%) in the *good* category, five students (33.33%) in the *fair* category, two students (13.33%) in the *poor* category, and no students (0%) were classified as *very poor*. The total number of participants was 15 students.

When illustrated in diagram form, the post-test results are presented in Figure 2 below.

Figure 2. Post-Test Diagram

Based on the figure above, it can be concluded that one student scored 15, one student scored 14, one student scored 13, two students scored 12, one student scored 11, two students scored 10, one student scored 9, two students scored 8, two students scored 7, and two students scored 6.

Descriptive Statistics of Pre-Test and Post-Test

Table 5. Descriptive Statistics of Pre-Test and Post-Test

Descriptive Statistics Pre-Test Post-Test

N	15	15
Mean	6.07	9.87
Std. Deviation	3.240	2.400
Minimum	2	6
Maximum	12	15

In this study, N represents the number of students. The mean refers to the average score obtained by the students, while the standard deviation indicates the variation in scores between the pre-test and post-test. The minimum score represents the lowest score obtained, and the maximum score represents the highest score achieved.

Based on Table 5, it can be concluded that the total number of students was 15, with degrees of freedom (df) calculated as $n-1 = 14$. The mean score increased from 6.07 in the pre-test to 9.87 in the post-test. The standard deviation decreased from 3.240 in the pre-test to 2.400 in the post-test. The minimum score increased from 2 to 6, while the maximum score increased from 12 to 15. The statistical analysis was conducted using SPSS version 23.

Hypothesis Testing

The research hypothesis of this study was that the application of wall pass training improves futsal passing skills among extracurricular students at Al-Haadi Islamic Boarding School, Lubuklinggau. With a significance level of $\alpha = 0.05$ and degrees of

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freedom ($df = n-1$), the t-table value was 1.7613, while the t-count value was 26.252. Since the t-count was greater than the t-table value ($t\text{-count} \geq t\text{-table}$), the alternative hypothesis (H_a) was accepted and the null hypothesis (H_o) was rejected. This indicates that wall pass training significantly improves futsal passing skills among extracurricular students at Al-Haadi Islamic Boarding School, Lubuklinggau.

DISCUSSION

This study was conducted among students participating in the futsal extracurricular program at Al-Haadi Islamic Boarding School, Lubuklinggau, in 2025. The research took place at the Deal Futsal Court in Lubuklinggau City and involved a sample of 15 students. The research data were obtained through observations carried out by the researcher by examining the training patterns of the futsal extracurricular students at Al-Haadi Islamic Boarding School, Lubuklinggau. The observational results were then analyzed to develop appropriate measurement instruments, which were subsequently used as pre-test and post-test tools.

A pre-test was administered to determine the students' initial passing abilities before the implementation of the wall pass training program. Afterward, the students received treatment through structured wall pass passing exercises. A post-test was then conducted to measure the improvement in students' futsal passing skills. The data were analyzed using a t-test to determine the effectiveness of wall pass training on futsal passing performance among the extracurricular students at Al-Haadi Islamic Boarding School, Lubuklinggau.

Based on the results of this study, it is expected that futsal coaches, as facilitators of training activities, will further enhance the development of students' basic futsal skills and create enjoyable and motivating training sessions. This approach is expected to increase students' enthusiasm for participating in futsal training activities and ultimately improve their passing skills.

The results of the pre-test and post-test analysis revealed a significant improvement in futsal passing ability following the implementation of wall pass training. This improvement was attributed to the training treatment provided through the wall pass exercises. The mean value of the paired differences was 3.800, indicating the difference between the average pre-test score (6.07) and the post-test score (9.87). The confidence interval of the difference ranged from 3.490 to 26.252 at the 95% confidence level. The t-count value obtained for futsal passing performance was 26.252 with a significance probability (sig.) of 0.000. Since the sig. (2-tailed) value was less than 0.05, the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. This indicates that wall pass training significantly improves futsal passing skills among extracurricular students at Al-Haadi Islamic Boarding School, Lubuklinggau.

Effective implementation of wall pass passing training resulted in improved game performance and more structured play. Therefore, futsal extracurricular coaches at Al-Haadi Islamic Boarding School, Lubuklinggau are encouraged to continuously enhance passing training programs to prevent student boredom and optimize skill development.

However, the researcher acknowledges that this study has several limitations. The researcher was unable to control external factors that could influence test performance, such as rest periods, nutritional intake, physical condition, psychological factors, and other variables. Additionally, the participants were not isolated during the study, making it difficult to control activities outside the treatment sessions. Other factors affecting performance tests, such as physical endurance, mental readiness, and motivation, were also beyond the researcher's control. Furthermore, limited variation in training programs and inadequate field conditions contributed to participant fatigue, which resulted in training sessions being relocated to the Deal Futsal Court in Lubuklinggau.

CONCLUSION

Based on the results of this study, wall pass training was proven to be effective in improving futsal passing skills among students participating in the futsal extracurricular program at Al-Haadi Islamic Boarding School, Lubuklinggau. The t-count value for futsal passing performance was 26.252 with a significance probability (sig.) of 0.000. Since the sig. (2-tailed) value was less than 0.05, the null hypothesis (Ho) was rejected

and the alternative hypothesis (H_a) was accepted. Therefore, it can be concluded that wall pass training significantly enhances futsal passing skills.

FUTURE RESEARCH

The researcher expects that future studies will be able to utilize and further develop the findings of this research effectively and apply them in practical training contexts.

CONCLUSION

Based on the results, wall pass training is proven to be effective in improving futsal passing skills among extracurricular students at Al-Haadi Islamic Boarding School, Lubuklinggau.

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