HALAMAN OLAHRAGA NUSANTARA (HON)
Jurnal Ilmu Keolahragaan

Volume 8 No II
Tahun 2025

ISSN 2614-2775 (Print)
ISSN 2621-8143 (Online)

THE EFFECTIVENESS OF INDIVIDUAL PASSING AND FACE-TO-FACE PASSING TRAINING EXERCISES ON INCREASING MOTIVATION OF JUNIOR FOOTBALL ATHLETES

Muhammad Hilmi Akbar[1], Azi Faiz Ridlo[2], Bujang[3], Dani Nur Riyadi[4]
Universitas Islam 45 Bekasi[1,2,3,4]
hilmiakbar32@gmail.com, aziewae@gmail.com, bujang060361@gmail.com

Abstract
Passing is an important basic skill in football that affects the effectiveness of the game and teamwork. However, low motivation in basic technique training such as passing is an obstacle in the development of young athletes' abilities. This study aims to analyze the effectiveness of individual passing and face-to-face passing training on increasing the training motivation of junior football athletes. The research design used a quasi experiment with a pretest–posttest approach two groups design. The subjects of the study were 24 junior football athletes aged 13–15 years who were divided into two groups. The motivation instrument uses a validated exercise motivation questionnaire. Data analysis was conducted using paired t-test and independent t-test. The results showed a significant increase in motivation in both groups, with the passing group facing off showed a higher increase ($p < 0.05$). These findings suggest that social interaction in face-to-face training can strengthen the motivational aspects of young athletes.

Keywords: *Soccer; Passing Exercises; Motivation; Junior Athlete; Technical Training*.
Submitted : 20th of April 2025
Accepted : 12th of June 2025
Published : 15th of June 2025
Correspondence Author: Muhammad Hilmi Akbar, Universitas Islam 45 Bekasi, Indonesia.
E-Mail: hilmiakbar32@gmail.com

DOI http://dx.doi.org/10.31851/hon.v8i2.19115

INTRODUCTION

Football is a team sport that relies heavily on collaboration between players in order to achieve the main goal, which is to score goals and win matches. In this context, basic technical skills such as passing play a central role in supporting the success of game tactics and the effectiveness of teamwork (González-Víllora et al., 2020). Accurate and consistent passing is the main key in maintaining possession and building attacks. Therefore, training in passing techniques from an early age is a priority in coaching junior football athletes.

HALAMAN OLAHRAGA NUSANTARA
JURNAL ILMU KEOLAHRAGAAN
Jendral A. Yani Street Lorong Gotong Royong 9/10 Ulu Palembang South Sumatera
email jurnal: jurnalhon@univpgri-palembang.ac.id
situs web: http://www.univpgri-palembang.ac.id

However, in its implementation, coaches often face challenges in the form of low motivation to train in young athletes, especially when they undergo basic technique training such as passing that is considered monotonous or less attractive (Silva et al., 2018). The lack of variety of training methods and the lack of interactive or game elements cause many young athletes to lose enthusiasm and engagement in training. As a result, the skill development process becomes suboptimal.

Motivation has a fundamental role in the process of learning movement and the development of athletes' performance. According to the Self-Determination Theory (Deci & Ryan, 2000; Ryan & Deci, 2020), motivation consists of two main dimensions: intrinsic and extrinsic. Intrinsic motivation encourages a person to engage in activities because they are perceived as fun and challenging, while extrinsic motivation arises due to external rewards or pressures. In the context of coaching young athletes, increasing intrinsic motivation is very important so that athletes have an internal drive to continue learning and developing.

Several studies have shown that high motivation is positively correlated with improved performance and perseverance in exercise (Lonsdale et al., 2018; Gómez-López et al., 2020). In relation to basic technique training, the use of exercise methods that involve social interaction or play has been shown to be more effective in maintaining motivation than repetitive methods that are individual (Duda & Appleton, 2021). Therefore, it is important to evaluate and compare the effectiveness of different training approaches to increased motivation, particularly on fundamental skills such as passing.

Passing exercises can be done by various methods. One approach is individual passing practice, which is an individual passing technique practice, using static or dynamic targets such as bounce walls, cones, or rebound boards. This approach is suitable for establishing technique consistency and developing ball control. However,

HALAMAN OLAHRAGA NUSANTARA
JURNAL ILMU KEOLAHRAGAAN
Jendral A. Yani Street Lorong Gotong Royong 9/10 Ulu Palembang South Sumatera
email jurnal: jurnalhon@univpgri-palembang.ac.id
situs web: http://www.univpgri-palembang.ac.id

this approach tends to have minimal social interaction and is considered less attractive by some young athletes (Baena-Extremera et al., 2022).

On the other hand, face-to-face passing training is a form of passing technique training that is done in pairs or in small groups, where athletes interact with each other in the training process. This form of exercise not only trains the technical aspect, but also stimulates concentration, coordination, and decision-making in the context of the game. In addition, interaction between players can increase motivation through social support and competitive aspects that arise naturally (Limpo & Simões, 2021).

From the point of view of sports psychology, exercises that contain social and competitive elements tend to increase intrinsic motivation because they meet three basic human needs: autonomy, competence, and connectedness (Ryan & Deci, 2020). Face-to-face training allows athletes to feel more autonomous in interacting, feel competent due to direct feedback, and feel socially connected to their training partners. This indirectly has a positive impact on increasing their motivation in training.

Although various studies have explored the effectiveness of training methods on technical aspects, very little has focused on the effect of basic technique training on training motivation, especially in the context of youth football. Research conducted by Pons et al. (2023) shows that variations of basic technique training with a game approach have a significant impact on increasing motivation and engagement of young athletes. However, there have not been many studies that directly compare between two different approaches to passing training in the context of increased motivation.

Therefore, this study was conducted to compare the effectiveness of individual passing training and face-to-face passing training on increasing training motivation in junior football athletes. The focus of this research is not only on improving technical skills, but on psychological aspects, especially motivation, as an important foundation in the development of long-term athletes. The formulation of the problem in this study is: (1) Is there a significant increase in training motivation after the administration of

HALAMAN OLAHRAGA NUSANTARA
JURNAL ILMU KEOLAHRAGAAN
Jendral A. Yani Street Lorong Gotong Royong 9/10 Ulu Palembang South Sumatera
email jurnal: jurnalhon@univpgri-palembang.ac.id
situs web: http://www.univpgri-palembang.ac.id

individual passing and face-to-face passing exercises? (2) Which of the two methods is more effective in increasing exercise motivation?

The novelty of this research lies in its approach that combines the evaluation of basic football techniques with the motivational aspects of training, as well as comparing the two training methods from a psychological and practical point of view. By understanding which methods are more effective in increasing motivation, football coaches can design training programs that are not only technically effective, but also fun and supportive of the character development of young athletes.

METHOD

Design

This study uses a quasi-experimental design with a pretest-posttest with control group design approach. This design allowed researchers to compare motivational changes before and after exercise treatment with two different methods, as well as compare effectiveness between groups.

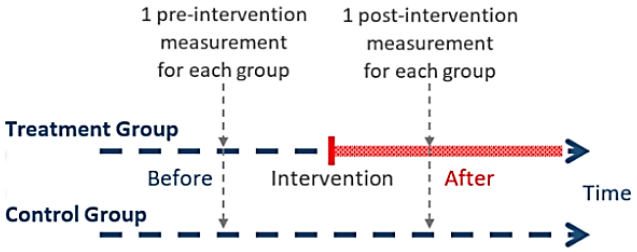

Figure 1. Diagram pretest-posttest control group design (Reichardt et al. 2019).

Subject

The study involved 30 junior football athletes from the Garuda Kota Bekasi football school aged 13–15 years, who were randomly divided into two groups: (1) Group A: individual passing practice (n = 15), and (2) Group B: face-to-face passing practice (n = 15), with inclusion criteria including: (1) actively participating in training for at least the last 3 months, (2) physically and psychologically healthy, (3) willing to

HALAMAN OLAHRAGA NUSANTARA
JURNAL ILMU KEOLAHRAGAAN
Jendral A. Yani Street Lorong Gotong Royong 9/10 Ulu Palembang South Sumatera
email jurnal: jurnalhon@univpgri-palembang.ac.id
situs web: http://www.univpgri-palembang.ac.id

participate in all training sessions during the study. Exclusion criteria: (1) have a history of injury during the study, (2) not present in more than 20% of training sessions.

Training Procedure

Both groups underwent training for 4 weeks (3 sessions/week, duration 60 minutes/session). 1) Individual passing groups practice using bounce walls, rebound boards, and target drills. Its focus is on accuracy and individual technique. 2) Face-to-face passing groups perform exercises in pairs and in small groups, including combination exercises, passing games, and situational exercises involving social interaction.

Measurement Instruments

Training motivation was measured using an adaptation questionnaire from the Sport Motivation Scale II (SMS-II) version Indonesian, which has passed the validity ($r > 0.60$) and reliability ($\alpha = 0.87$) tests. This instrument measures intrinsic, extrinsic, and amotivational motivation.

Data Analysis

The data was analyzed using the latest version of SPSS with the analysis stages starting from the statistical assumption test. The normality test was performed using the Shapiro–Wilk Test because the number of samples was below 50, and the data were declared normal if the significance value was > 0.05. Next, the Levene's Test was used to test the homogeneity of variance between groups, assuming it was met if $p > 0.05$. After that, the paired sample t-test was used to see changes in motivation scores in each group before and after treatment, while the independent sample t-test was used to compare differences in effectiveness between training groups, namely individual passing and face-to-face passing. In addition, effect size was calculated using Cohen's formula d to measure how much of an effect the treatment was given, with the categories of small ($d = 0.2$), medium ($d = 0.5$), and large ($d \geq 0.8$).

HALAMAN OLAHRAGA NUSANTARA
JURNAL ILMU KEOLAHRAGAAN
Jendral A. Yani Street Lorong Gotong Royong 9/10 Ulu Palembang South Sumatera
email jurnal: jurnalhon@univpgri-palembang.ac.id
situs web: http://www.univpgri-palembang.ac.id

RESULT

Descriptive Statistics

This study aims to determine the effectiveness of two types of exercises—individual passing and face-to-face passing—on increasing training motivation in junior football athletes. The following are the results of descriptive statistics on motivation values based on the results of the questionnaire before and after treatment:

Table 1. Descriptive Statistics

Group	N	Pretest Red ± SD	Posttest Red ± SD	Δ (Difference)
Individual Passing	15	68.13 ± 4.25	75.20 ± 3.89	+7.07
Passing Facing	15	67.47 ± 4.10	79.80 ± 4.00	+12.33

Paired t-test and Effect Size test

The paired t-test was performed to find out if there was a significant difference between the pretest and posttest scores in each group, while the effect size was calculated using Cohen's formula d.

Table 2. Paired t-test and Effect Size Test Results

Group	T (DF)	Sig. (p)	Cohen's d	Effect Interpretation
Individual Passing	-5.46 (14)	0.000	1.18	Big
Passing Facing	-8.12 (14)	0.000	2.07	Very large

The results of the analysis showed a significant increase in both groups. However, the increase in motivation was higher in the face-to-face passing training group ($p < 0.001$, $d = 2.07$) compared to the individual training group ($p < 0.001$, $d = 1.18$). This suggests that social interaction-based training is more effective in boosting the motivation of young athletes.

HALAMAN OLAHRAGA NUSANTARA
JURNAL ILMU KEOLAHRAGAAN
Jendral A. Yani Street Lorong Gotong Royong 9/10 Ulu Palembang South Sumatera
email jurnal: jurnalhon@univpgri-palembang.ac.id
situs web: http://www.univpgri-palembang.ac.id

DISCUSSION

Motivation is a very important psychological aspect in the process of sports training, especially in early age athletes. In this context, the training methods applied affect the emotional, cognitive, and affective involvement of athletes during training. The results of the study showed that the method of face-to-face passing practice was more effective in increasing motivation than individual passing. This effectiveness can be explained through the Self-Determination theoretical approach from Deci and Ryan (2017), which emphasizes the importance of fulfilling three basic psychological needs: competence, autonomy, and relatedness. Face-to-face passing creates direct social interaction, allows athletes to experience success through feedback between players, and builds a sense of belonging and group involvement.

Further, face-to-face training stimulates intrinsic motivation because it provides space for healthy competition and collaboration. According to Chen et al. (2020), an interactive training environment is able to increase learning motivation and reduce saturation in basic technique training. In the context of soccer, training involving two or more players allows for an increase in morale and the liveliness of practice that can foster enthusiasm. This is in line with the view of Weiss & Amorose (2018), who assert that positive social experiences during exercise can strengthen the long-term sustainability of sports participation. Therefore, the context of exercises such as face-to-face passing contributes significantly to a positive motivational climate.

In contrast, individual exercises tend to be mechanical and provide less social stimulus. Although this exercise is beneficial for the formation of precise basic techniques, it lacks affective components such as togetherness and social reward. Young athletes, especially those in the psychosocial developmental phase, need a form of exercise that not only emphasizes skills, but also pays attention to emotional engagement and pleasurable learning experiences (Ntoumanis et al., 2021). Therefore,

HALAMAN OLAHRAGA NUSANTARA
JURNAL ILMU KEOLAHRAGAAN
Jendral A. Yani Street Lorong Gotong Royong 9/10 Ulu Palembang South Sumatera
email jurnal: jurnalhon@univpgri-palembang.ac.id
situs web: http://www.univpgri-palembang.ac.id

the trainer needs to consider a training strategy that is not only technically effective, but also provides long-term motivational reinforcement.

The findings of this study are in line with a number of previous studies that emphasized the importance of social context in shaping athlete motivation. A study by Papadopoulos et al. (2021) shows that group-based exercise provides a significant increase in motivation compared to individual exercise. They noted that elements of competition, cooperation, and observation between players create a dynamic and challenging learning atmosphere, which ultimately increases athletes' interest and commitment to the training process.

A similar study by Lee & Kim (2019) revealed that child and adolescent athletes showed higher motivational responses in the context of group play than individual activities. Children enjoy the experience of practicing in an interactive setting, as they can learn from friends, receive correction in person, and experience success socially. These findings are reinforced by Tadesse & Mekonnen (2023), who emphasize that social interaction in exercise is one of the dominant factors that increase engagement in early childhood sports.

This study is also consistent with Hartati et al. (2022), who found that training methods with social interaction have a positive impact on the motivation and confidence of young athletes. Meanwhile, Karukivi & Saarijärvi (2020) stated that individual exercise tends to create a monotonous exercise atmosphere and is prone to lowering long-term interest if not combined with varied forms of exercise. Therefore, the success of the face-to-face passing method in increasing motivation does not only come from the technical form of training, but also from a more communicative and collaborative training environment.

In general, these results reinforce the urgency to integrate social approaches in basic engineering training, particularly in young athlete coaching programs. In this case, exercises that stimulate intrinsic motivation through interaction, light

HALAMAN OLAHRAGA NUSANTARA
JURNAL ILMU KEOLAHRAGAAN
Jendral A. Yani Street Lorong Gotong Royong 9/10 Ulu Palembang South Sumatera
email jurnal: jurnalhon@univpgri-palembang.ac.id
situs web: http://www.univpgri-palembang.ac.id

competition, and social appreciation should be a priority in the design of the training program. Thus, the effectiveness of training is not only measured by technical results alone, but also by how the training encourages enthusiasm, independence, and sustainability of athlete participation.

IMPLICATION

These results show the importance of coaches choosing a training model that encourages athletes' emotional interaction and engagement. Exercises that encourage cooperation or small competitions can increase motivation and ultimately have an impact on long-term training consistency.

REFERENCES

Baena-Extremera, A., Granero-Gallegos, A., & González-Víllora, S. (2022). Motivation in Physical Education and Sports: A Review of the Self-Determination Theory. International Journal of Environmental Research and Public Health, 19(3), 1162.

Chen, L., Wu, P., & Xie, H. (2020). Social interaction in youth sports and its influence on intrinsic motivation. Journal of Youth Studies, 23(2), 155–170.

Deci, E. L., & Ryan, R. M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. Psychological Inquiry, 11(4), 227–268.

Deci, E. L., & Ryan, R. M. (2017). Self-determination theory: Basic psychological needs in motivation, development, and wellness. Guilford Press.

Duda, J. L., & Appleton, P. R. (2021). Motivation in youth sport: Bridging theory and practice. Kinesiology Review, 10(2), 105–115.

Gómez-López, M., Gallegos, A. G., & Extremera, A. B. (2020). Predicting perceived motivation in young football players: A test of the self-determination theory. Children and Youth Services Review, 110, 104760.

González-Víllora, S., Pastor-Vicedo, J. C., & Serra-Olivares, J. (2020). Soccer skills development in young players: Integrating technical, tactical, and psychological training. Journal of Human Sport and Exercise, 15(1), 123–137.

HALAMAN OLAHRAGA NUSANTARA
JURNAL ILMU KEOLAHRAGAAN
Jendral A. Yani Street Lorong Gotong Royong 9/10 Ulu Palembang South Sumatera
email jurnal: jurnalhon@univpgri-palembang.ac.id
situs web: http://www.univpgri-palembang.ac.id

Hartati, T., Kurniawan, D., & Sudrajat, A. (2022). Pengaruh metode latihan berbasis sosial terhadap motivasi belajar olahraga pada siswa. Jurnal Pendidikan Olahraga, 14(3), 222–229.

Karukivi, M., & Saarijärvi, S. (2020). Individual versus group training in promoting youth sports engagement. Scandinavian Journal of Psychology, 61(1), 34–41.

Lee, J., & Kim, Y. (2023). Effects of Socially Interactive Training on Motivation and Skill Acquisition in Youth Sports. Journal of Sports Science & Coaching, 18(1), 17–29.

Lee, S. Y., & Kim, J. (2019). Motivation and group activity in children's sports participation. Physical Activity Review, 7, 92–99.

Limpo, T., & Simões, A. (2021). Social support, peer interaction, and motivation in sports training: A self-determination perspective. European Journal of Sport and Exercise Science, 9(4), 233–245.

Lonsdale, C., Hodge, K., & Rose, E. A. (2018). The relationship between motivational climate and athletes' intrinsic motivation. Journal of Sport & Exercise Psychology, 40(2), 133–145.

Ntoumanis, N., Barkoukis, V., & Thøgersen-Ntoumani, C. (2021). Advances in Self-Determination Theory-based interventions in sport and physical education. International Review of Sport and Exercise Psychology, 14(1), 1–25.

Papadopoulos, C., Tsitskari, E., & Goudas, M. (2021). Group vs individual sports training: Effects on motivation and performance. European Journal of Physical Education and Sport Science, 7(2), 45–57.

Pons, J., Méndez, A., & Gallardo, C. (2023). Enhancing Youth Soccer Training Through Gamified Techniques: Impact on Motivation and Performance. International Journal of Sports Science & Coaching, 18(4), 811–823.

Ryan, R. M., & Deci, E. L. (2020). Intrinsic Motivation and Self-Determination in Human Behavior. Springer.

Tadesse, M., & Mekonnen, Y. (2023). Enhancing youth motivation through peer-based sports training. African Journal of Physical Education, 15(1), 11–20.

Weiss, M. R., & Amorose, A. J. (2018). Coaching behaviors and motivation in youth sport. Journal of Sport Psychology in Action, 9(2), 70–82.

Zhang, T., Solmon, M. A., & Gu, X. (2020). The role of social environments in physical education: A self-determination perspective. Contemporary Educational Psychology, 61, 101846.