

THE EFFECT OF DRILL TRAINING METHODS ON BASIC PASSING SKILLS IN FUTSAL AMONG EXTRACURRICULAR STUDENTS AT YAPERMAS JUNIOR HIGH SCHOOL

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ABSTRACT

Passing is a fundamental technique in futsal that every player must master, as it is crucial for maintaining possession, controlling the tempo, and creating scoring opportunities. Yet, observations in the futsal extracurricular program at SMP YAPERMAS showed that many students experienced difficulties with accuracy and power, which disrupted effective ball control among teammates. Results from a basic passing technique test further revealed that students' average performance was categorized as "very poor," emphasizing the importance of structured training to enhance this skill. This study aimed to analyze the effect of drill training on the passing abilities of extracurricular futsal participants at SMP YAPERMAS.

This study employed a quantitative method with a pre-experimental design involving one group that received both pretest and posttest measurements. The research population comprised 18 students, with 12 purposively selected as samples. Participants were required to be male, physically and mentally fit, actively involved in extracurricular futsal, willing to participate, and registered as seventh or eighth graders in the 2024–2025 academic year. The findings indicated significant improvement in passing performance, as shown by an increase in the mean score from 57.67 in the pretest to 64.59 in the posttest. Statistical analysis using a paired sample t-test with SPSS 25 yielded a significance level of 0.00, which is below the 0.05 threshold. These results confirm that the drill training method positively and significantly influenced students' basic passing techniques, proving its effectiveness as a training strategy in school-based futsal programs.

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INTRODUCTION

Sport is a physical activity that can be carried out recreationally or competitively with the aim of maintaining and improving physical fitness, both physically and mentally (Rizki Anugrah Saputra et al., 2025). With the development of the times, futsal has emerged as a form of sport that is popular among various segments of society (Ramadon & Candra, 2025). Futsal is a game played by two teams, with each team consisting of five

players and a goalkeeper. Futsal is a combination of the words '*futbol*', which comes from Spanish and can be interpreted as football, and '*sala*', which can be interpreted as room (Firdaus et al., 2024). Futsal is a type of sport that falls under the category of ball games. Futsal has developed into another variant of football, distinguished by the smaller field used in futsal, making it more efficient than conventional football (Mulyono, 2017). Futsal is a sport involving two opposing teams, each with five members. Both teams try to direct the ball into the opponent's goal and score as many goals as possible to win (Firmansah et al., 2019).

The development of futsal is currently growing rapidly, marked by an increasing number of tournaments being held between clubs and between students, where participants in student tournaments are futsal extracurricular students (Rizki Anugrah Saputra et al., 2025). Extracurricular activities are a form of educational activity carried out outside of official school hours, either on school grounds or elsewhere. These activities aim to achieve specific targets in educational institutions by developing students' insights and knowledge in various fields through the development of their interests and talents (Supiana et al., 2019). Extracurricular activities are activities that aim to develop certain parts of the current curriculum, especially those related to the implementation of the fields of knowledge being studied by students, in line with their needs and the surrounding environment (Al Azizi, 2018).

In futsal, every player is required to master various basic techniques in order to achieve victory, one of which is the passing technique. Passing is one of the most frequently used basic skills throughout the game, so practising to master this technique is a must. In addition, passing is also a fundamental skill that is very important and needs to be mastered by all players (Hasyim et al., 2025). Passing techniques in futsal involve the use of various parts of the foot, such as the inside, back, and outside. All players who apply this basic technique must have a clear target. Passing is done with the intention of passing the ball to a teammate (Wibowo, 2019).

In futsal, the relatively small size of the court means that all players need to master passing techniques. Passing is not just about moving the ball from one player to a teammate, but must also be directed, controlled, and have the right speed in order to outwit opponents and open up space for play. Good passing skills are crucial in building attacks, maintaining the rhythm of the game, and enhancing teamwork effectiveness. Therefore, this fundamental skill is one of the key elements determining a team's success in facing opponents (Wijaksono et al., 2020).

In addition to the narrow playing field, futsal also demands a very high intensity of play. Each player must be able to move quickly, make attacking and defensive transitions in a short time, and make the right decisions. This situation makes the ability to pass quickly and accurately very important, because every moment of the game runs at a high tempo that is difficult for opponents to anticipate. Thus, mastery of good passing techniques not only supports the effectiveness of team strategy, but also becomes an important asset for players to be able to compete in the dynamics of futsal matches that are full of pressure and demand high concentration (Wijaksono et al., 2020).

Passing drills must be performed consistently in every training session, not only to improve movement, but also to increase the accuracy of passes. Errors in passing can harm the team and hinder the process of building attacks against opponents, so mastery of this technique is a key factor in the success of futsal game strategy (Ramadon & Candra, 2025).

Training is a stage of activity carried out with full awareness, strong intention, and systematic and structured planning. This process aims to improve, develop, and maximise an athlete's physical and mental abilities comprehensively. Training is designed to enable athletes to achieve their highest level of performance or optimal achievement. In practice, training involves the application of stress or pressure, both physically and mentally, which is administered regularly, continuously, and in a programmed manner. These activities are repeated over a certain period of time to ensure continuous adaptation and improvement in capacity (Arifin, 2018).

Training is a form of effort that is carried out in a planned and conscious manner, with the main objective of improving the functional quality of the body's organs and the psychological condition of the individual performing it, particularly in the context of sports or coaching. In order for training to produce optimal results, its composition must take into account scientific and methodological principles, so that it can be carried out appropriately, effectively, and in accordance with the objectives or goals to be achieved. In the world of sports, training is not just a regular physical activity, but a continuous and systematic process of development to improve an athlete's abilities as a whole. This process involves providing training loads in the form of physical, technical, tactical, and mental aspects, which must be designed gradually, increase over time, be carried out regularly, and be repeated so that significant adaptation occurs, leading to the achievement of maximum sporting performance (Harsono, 2017).

In general, the main objective of conducting training in the context of sports is to provide support and guidance to coaches, trainers, and physical education teachers so that they have a deep understanding and adequate conceptual skills in designing and implementing effective training programmes. With these abilities, they are expected to be able to assist athletes or students in their self-development process, both physically, technically, and mentally. In addition, training also serves as a means to explore, nurture, and direct the potential of each individual participating in sports activities, so that they can achieve optimal development and ultimately reach peak performance or their best achievements according to their respective capacities (Gumantan & Fahrizqi, 2020).

There are several principles that must be considered in training. Training principles are guidelines that must be considered, implemented, or avoided in order to ensure that training objectives are achieved optimally. These principles play an important role in the psychological and physiological aspects of an athlete. Therefore, training principles must be applied carefully, with careful planning and proper implementation of the programme. Training involves principles that must be understood, such as the principle of comprehensive development, the principle of active and earnest training, the principle of periodisation, the principle of individualisation, the principle of modelling in training, the principle of efficiency, the principle of overload, the principle of readiness, the principle of comprehensive development, the principle of specialisation, the principle of continuity, and the principle of variation (Hasyim & Saharullah, 2019).

The training method that has been proven to effectively encourage improvement in basic futsal passing techniques is the application of drill training methods. Drill training methods are a form of structured and organised training. The drill method (a structured training method) is a common approach used to train movements until they become automatic, with the aim of acquiring skills and abilities in a sport (Artha, 2021). Drill training is a learning technique carried out by applying repetitive or consistent training to form certain habits (Sinurat & Noprizal, 2024).

The drill method is a repetitive and diligent exercise aimed at improving certain relationships or honing skills to make them more permanent (Wahyudi, 2021). The drill method is an effective approach to forming certain habits, while also being useful in improving agility, accuracy, reaction times, and skills. Therefore, this method is highly suitable for training muscle memory (Pamengas et al., 2020). The drill method is one of the approaches in learning that is effectively used to form and instil specific habits (Kemal Pasha et al., 2024).

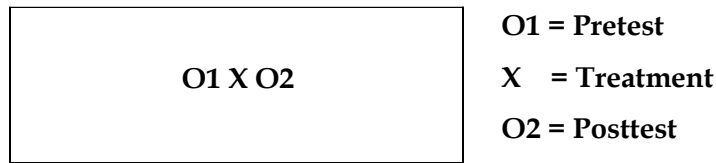
Referring to previous studies that have yielded positive results regarding the application of drill training methods in developing students' skills in futsal, including a study by (Rojabi et al., 2024) which aimed to examine the impact of drill training methods on futsal passing skills. A study by (Husyaeri & Saleh, 2022) aimed to analyse the effect of drill training on futsal ball passing in the extracurricular activities of SMP Negeri 10 Kota Sukabumi. A study by (Al Ghifary et al., 2024) aimed to identify the effect of drill training methods on the passing quality of the Galaticos futsal team at SMP N 1 Cimanggu. Therefore, in this study, the researcher will apply drill training methods to determine their effect on the basic passing techniques of the YAPERMAS junior high school futsal extracurricular programme.

Based on direct observations of YAPERMAS junior high school futsal extracurricular students, data was collected using a futsal passing technique test instrument developed by Doewes et al. (2022), with a validity of 0.857 and reliability of 0.812. The average of the data obtained can be categorised as very poor based on the norms in the test instrument. The causes of this include a lack of attention to training that focuses on basic passing techniques, a lack of application in passing training, and the limited number of balls used in the extracurricular activity.

Therefore, what needs to be done is to improve the basic passing skills of futsal players in the YAPERMAS junior high school extracurricular programme. Based on the previous descriptions, the training method that has been proven to effectively encourage improvement in basic futsal passing skills is the drill training method. Therefore, the objective of this study is to determine the effect of the drill training method on the basic passing skills of futsal players in the YAPERMAS junior high school extracurricular programme.

RESEARCH METHOD

This study applied a quantitative approach with a pre-experimental design, namely a one-group pretest-posttest design. In the initial stage, a pretest was conducted to measure the students' basic passing techniques before training. Then, a treatment in the form of a drill training method was applied for 12 sessions, followed by a posttest to measure the students' basic passing techniques after 12 training sessions.

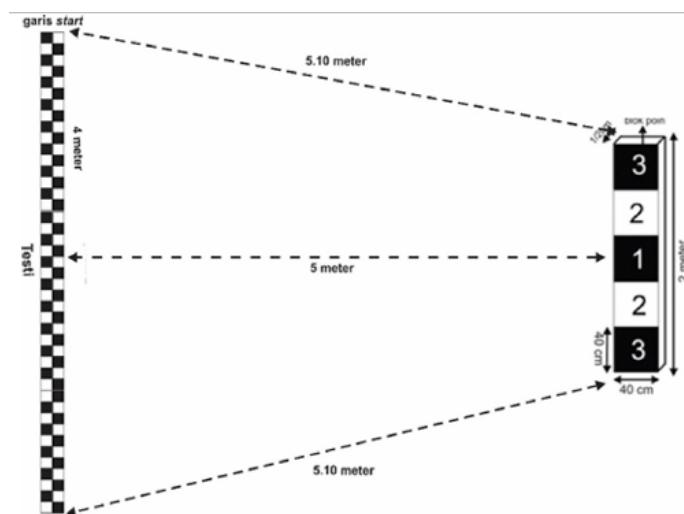


Source Sugiyono (2019)

Figure 1. One Group Pretest Posttest Design

The population in this study consisted of 18 individuals who were all futsal extracurricular participants at YAPERMAS Junior High School. The method for selecting the sample in this study was applied through purposive sampling with the following criteria: participating in futsal extracurricular activities at school, male, physically and mentally healthy, willing to be part of the research sample, and students in grades VII-VIII at YAPERMAS Junior High School in the 2024-2025 academic year. Based on these criteria, the sample size for this study was 12.

The variables tested in this study included independent variables, namely drill training methods, and dependent variables, namely the results of basic passing techniques in futsal games played by extracurricular students at YAPERMAS Junior High School. The drill training method aims to improve the results of basic passing techniques in futsal games played by extracurricular students at YAPERMAS Junior High School. The basic passing technique in futsal among extracurricular students at SMP YAPERMAS was measured using a futsal basic passing technique test instrument developed by Doewes et al (2022), with a validity of 0.857 and reliability of 0.812. The instrument consisted of 6 balls, lines, a field, a stopwatch, a measuring tape, and a rebound board with a height of 40 cm and a width of 2 metres, with a scoring system of 3, 2, and 1 points located on the rebound board.



Source Doewes et al (2022)

Figure 2. Basic Technical Test Instrument Passing

The following is the implementation of the basic passing technique test, including: the testee prepares in the designated area to perform the passing, the passing distance is 5 metres, the testee can perform the passing using the right and left feet, when the signal is given, the testee performs the passing to the rebound board repeatedly using the right or left foot for one minute without stopping. The test is conducted twice, and the result taken is the best result from the two opportunities provided. The score is calculated based on the number of ball hits on the rebound board during one minute. The pass must return to the starting line; if it does not return to the starting line, the score will not be counted.

Table 1. Value Criteria

Score	Value Criteria
>90	Very Good
80-89	Good
70-79	Fair
60-69	Poor
<59	Very Poor

Referring to Table 1 above, the assessment norms based on the test instruments are categorised as follows: <59 very poor, 60-69 poor, 70-79 fair, 80-89 good, and >90 very good.

RESULTS AND DISCUSSION

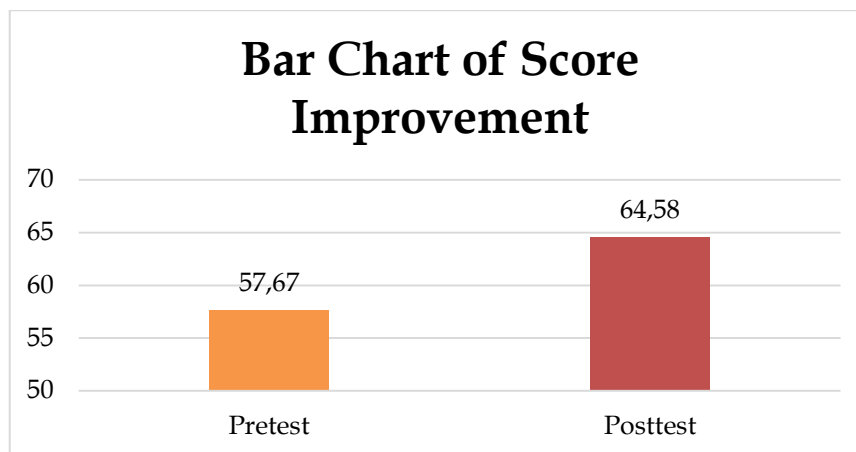
Results

The data in this study came from basic futsal passing technique tests conducted on students participating in the YAPERMAS junior high school extracurricular programme before and after treatment using the drill training method. The following is a description of the pre-test and post-test data in this study.

Table 2. Pre-test and Post-test Data

Name	Pretest	Posttest	Difference
Da	65	75	10
Ra	52	57	5
An	52	69	17
Mf	47	58	11
Mm	70	74	4
Av	59	68	9
Dad	50	57	7
At	58	65	7
Aj	72	74	2
Or	49	53	4
Rb	58	58	0
Yf	60	67	7

Name	Pretest	Posttest	Difference
Mean	57,67	64,58	
Category	Very poor	Poor	
Minimum	47	53	
Maximum	72	75	
Range	25	22	
SD	8,15	7,74	



Source Personal Excel

Figure 3. Bar Chart of Score Improvement

Referring to Table 2 and Figure 3 above, it can be concluded that the pretest data has a minimum value of 47, a maximum value of 72, a range of 25, a standard deviation of 8.15, and an average of 57.67. Meanwhile, the post-test data has a minimum value of 53, a maximum value of 75, a range of 22, a standard deviation of 7.74, and an average of 64.58. There was also an increase in scores, and the score category based on the average obtained from the pre-test to the post-test data changed from very poor (57.67) to poor (64.58).

Before analysing the data, preliminary testing is required to verify the measurement results. This testing is related to the research results aimed at refining the analysis process. In this study, normality and homogeneity testing were conducted as prerequisite tests, followed by hypothesis testing to analyse the data. Prerequisite tests are conducted to verify that the data used in the analysis meets the criteria required by certain statistical methods. This is important so that the analysis results obtained are valid and reliable. When the data has a normal distribution, parametric analysis tests will be used, and when the data is not normally distributed, non-parametric tests will be conducted.

The purpose of the normality test is to determine whether the data obtained in this study has a normal distribution or otherwise, with the provision that if the significance obtained is >0.05 , the data is normally distributed, and if the significance is <0.05 , the data does not have a normal distribution. In this study, the researcher applied the Shapiro-Wilk method using the SPSS 25 program. The results of the normality test can be seen in the following table.

Table 3. Tests of Normality

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.173	12	.200*	.933	12	.410

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Posttest	.219	12	.116	.905	12	.183

Based on Table 3 above, the significance obtained from the pretest data has a value of $0.410 > 0.05$, so it can be stated that the pretest data has a normal distribution, and in the posttest, it has a significance value of $0.183 > 0.05$, so it can be stated that the posttest data has a normal distribution.

The homogeneity test aims to determine whether two or more groups of sample data have similar variances. The homogeneity test in this study applied the Levene method using SPSS 25 with the condition that if the significance is >0.05 , the data can be declared to be similar, and if the significance is <0.05 , the data is declared to be dissimilar. The results of the homogeneity test in this study can be seen in the following table.

Table 4. Test of Homogeneity Variances
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	2.459	2	9	.141
	Based on Median	.971	2	9	.415
	Based on Median and with adjusted df	.971	2	7.000	.424
	Based on trimmed mean	2.486	2	9	.138

		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	.932	2	9	.429
	Based on Median	.564	2	9	.588
	Based on Median and with adjusted df	.564	2	6.335	.595
	Based on trimmed mean	.752	2	9	.499

Based on Table 4 above, the pretest data has an overall significance of >0.05 , so it can be said that the data contained in the pretest is similar, and the posttest data has an overall significance of >0.05 , so it can be said that the data in the posttest is similar

Based on the prerequisite tests that have been carried out, the data in this study has a normal distribution, so the data analysis in this study will use parametric tests. To determine whether there is a significant effect of the drill training method on the basic passing technique results in futsal games among extracurricular students at YAPERMAS Junior High School, hypothesis testing was carried out by applying the Paired Sample t-test method through the SPSS 25 program with the provisions that if $\text{Sig} < 0.05$ and if $t \text{ count} > t \text{ table}$, then H_a is accepted while H_o is rejected. The results of the Paired Sample t-Test are presented as follows.

Tabel 5. Paired Samples Test

		Paired Samples Test							
		Paired Differences					t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference						
			Lower	Upper					
Pair 1	Pretest Posttest	-6.917	4.522	1.305	-9.790	-4.044	-5.299	11	.000

Referring to Table 5, it can be seen that $\text{Sig} (2\text{-tailed}) 0.00 < 0.05$, so it can be said that H_a is accepted. And getting a t-score of $5.29 > t\text{-table } 1.79$, it can be said that there is a significant effect of the drill training method on the results of basic passing techniques in futsal games for extracurricular students at YAPERMAS Junior High School.

DISCUSSIONS

Based on the results of the research that has been conducted, it is known that there is a significant effect of the drill training method on the basic passing technique in futsal among extracurricular students at YAPERMAS Junior High School. This is demonstrated by the results of the Paired Sample t-test statistical analysis, which gives a significance value of 0.00, which is less than $\alpha = 0.05$. Additionally, it also produced a calculated t-value of $5.29 > 1.79 t\text{-table}$.

These results indicate that the drill training method is effective in improving students' basic passing skills. Using the drill training method implemented during the study by the YAPERMAS junior high school futsal extracurricular students, there was an increase in the average score on the basic passing skills test from the pretest to the

posttest, which initially had an average of 57.67 and increased to 64.58, with a change in the score category from very poor to poor.

This improvement is also in line with training theory, which states that structured repetition of movements can improve muscle memory, thereby improving technique and skills. In this study, this resulted in an increase in the average score on the basic passing technique test. Thus, the drill training method has been proven to be an effective approach for improving basic passing techniques in futsal.

Based on the findings obtained in this study, it can be said that it is in line with the research conducted by Haris et al. (2020), which states that there is a significant effect of the drill training method on passing skills in futsal games among extracurricular students at SMK Negeri 4 Malang, and research conducted by Husyaeri & Saleh (2022), which states that the drill method has a significant effect on improving students' passing skills.

The results of this study not only show that the drill training method is highly effective in improving basic passing skills in futsal for students participating in extracurricular activities at YAPERMAS Junior High School, but also opens up opportunities to develop this method as an integral part of a broader training programme. The drill method has been proven to provide appropriate and targeted stimulation in shaping the basic technical skills required in futsal. Therefore, the implementation of this method is highly recommended not only for passing, but also expanded to include other basic technical elements such as dribbling and shooting.

As a follow-up, it is recommended that the school and extracurricular supervisors develop a more structured and long-term training programme that integrates drill methods as a key part of the training. In addition, training for coaches or physical education teachers is also necessary to ensure a thorough understanding of the various drills and their appropriate application. The provision of adequate training facilities and periodic evaluation of training results are also important so that the coaching process can continue to be improved. With these steps, it is hoped that students will be able to acquire more mature basic technical knowledge and be able to compete more competitively in futsal competitions.

CONCLUSION AND ADVICES

Conclusion

Based on the findings of the statistical analysis conducted in this study, it was concluded that the alternative hypothesis was accepted, namely that there was a

statistically significant effect of the use of drill training methods on improving basic passing skills in futsal among extracurricular students at YAPERMAS Junior High School. The improvement observed was not only reflected in an increase in average scores, but also indicated an improvement in skill category, from 'very poor' to 'poor', as measured by the assessment instruments and norms used in the test instruments.

The drill method, as a form of repetitive and systematic training, plays an important role in forming automatic and efficient movement patterns. This exercise helps students strengthen muscle memory, improve movement coordination, and improve accuracy and speed in passing. In other words, this training method can improve technical quality through a focused and consistent training approach.

These findings reinforce previous theories regarding the effectiveness of drill methods in developing basic sports skills. They are also consistent with the results of other studies showing that regular, targeted training can improve basic futsal technique, particularly in the area of passing, which is an important element in building teamwork and game strategy.

Therefore, it can be concluded that the drill training method is an effective and relevant training approach to be applied in improving the basic passing technique in futsal for students participating in the YAPERMAS junior high school extracurricular programme.

Advices

For schools and education administrators, it is recommended to provide more optimal support for the implementation of extracurricular sports activities, both in terms of providing facilities.

For futsal extracurricular coaches, the findings of this study can be used as a basis for designing basic technique training programmes. Coaches are advised to adopt drill training methods regularly and systematically in training sessions, especially in the aspect of passing techniques. Intensive and consistent repetition of movements through drill methods can improve students' technical mastery.

Students are expected to demonstrate discipline, consistency, and sincerity in participating in the training programme. Improvement in technical skills depends not only on the methods applied by the trainer, but also on the motivation and enthusiasm of the students themselves. Therefore, it is necessary to be aware of the need to practise

seriously and repeat the movements that have been learned outside of formal training hours so that skills can continue to develop.

For future researchers, it is hoped that further research will be conducted by reaching a broader and more varied sample, such as involving other schools, different levels of education, or comparisons between several training methods. The research can also be expanded by adding other variables such as training motivation, instructor quality, or training intensity, in order to provide a more comprehensive understanding of the elements that contribute to improving skills in futsal.

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