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Drill-Based Movement Learning: An Experimental Study of Elementary School Children's Soccer Passing Skills

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Abstract

Study purpose. The purpose of this study was to determine the effect of drill training methods on improving basic soccer passing skills in elementary school students.

Materials and Methods. The research method used a quantitative experimental approach with a One Group Pretest-Posttest design. The research sample consisted of 15 students selected through purposive participant selection. Drill training was conducted once a week, lasting 45 minutes per session, for six consecutive weeks. Data collection consisted of a passing skills test covering aspects of technique, accuracy, and consistency.

Results. The results showed a significant improvement in basic soccer passing skills after drill training. The average pretest score of 69.60 increased to 88.00 in the posttest. A paired sample t-test yielded a calculated t value of 15.05 with p = 0.001, indicating a significant difference between the results before and after treatment. This improvement indicates that repeated and structured drill training is effective in improving basic passing skills.

Conclusions. The drill training method has a positive and significant effect on improving basic soccer passing skills in elementary school students. This method can be used as an effective alternative learning strategy in physical education.

Keywords: Drill Method, Basic Passing Skills, Football, Physical Education.

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Introduction

In the game of soccer, the most basic and important technique that must be mastered by a player is passing. Without good mastery of passing by a player, a soccer game will not go as expected (Priadana et al., 2018). In the context of physical education in elementary schools, soccer is one of the most popular and effective games in developing basic motor skills, teamwork, and discipline (Coutinho et al., 2023). Good basic passing techniques determine the smoothness of team cooperation in organizing attacks and defense (Andrian et al., 2024). However, many elementary school students still struggle with proper passing technique, such

as misdirection, inadequate power, and suboptimal motor coordination. One training method considered effective for improving basic skills like passing is the drill method. Drills are repetitive learning methods designed to develop correct movement habits (Aulia et al., 2025).

The urgency of this research lies in efforts to improve the quality of physical education learning in elementary schools. Based on field observations, elementary school students' mastery of basic passing skills is still relatively low. Initial observations indicate that more than 60% of students are unable to pass with good accuracy, as indicated by the ball frequently going off-target. This low mastery of these skills impacts students' self-confidence, making them less active and hesitant to participate optimally in physical education learning (Behadili & Kasim, 2022). As a result, students' motivation to learn and participation in physical education learning activities have not developed optimally.

While the drill method is effective in improving basic soccer passing skills, its current application in learning still has several weaknesses. Instruction that emphasizes structured repetition of movements tends to deprive students of opportunities to develop creativity, decision-making, and tactical understanding in real-life game situations (Alvianto et al., 2023). Furthermore, monotonous drill activities can decrease learning motivation and fail to accommodate individual differences in ability. Therefore, learning needs to be combined with a playful approach for optimal results. Therefore, this drill method has great potential in teaching basic soccer passing skills because it provides structured and repetitive practice, helping students develop correct movement patterns, improve technical accuracy, and accelerate mastery of basic skills effectively and systematically (Cahyani et al., 2018).

This research is not in line with research conducted by (Hutajulu, 2025; Romdon & Setiakarnawijaya, 2024), especially on the characteristics of the subjects and the research context, namely the main focus is not on elementary school students but adolescent or advanced athletes, and is implemented in the context of performance training or competitive comparisons. This shows that the effectiveness of learning or training methods is greatly influenced by the level of motor development, movement experience, and learning objectives, so that an effective approach in the context of performance sports has not produced the same results when applied to physical education learning in elementary schools (Aliriad et al., 2024). Passing network indicators play a crucial role in determining the outcome of modern football matches, so mastering basic passing techniques requires early practice. Drill methods can improve mastery of concepts and higher-order thinking skills through systematic and repeated practice (Antonio et al., 2020). The same principle can be applied in learning motor skills such as passing, where repeated practice encourages increased precision and consistency of student movements (Halim & Fauzi, 2025).

This research is in line with research conducted by (Ievoli, 2023; Jones, 2020), namely, both examine the application of the drill method in physical education learning to improve basic technical skills with students at an early age of motor development as the subject. This shows that the drill method is effective for use in teaching basic soccer passing techniques to elementary school students, because it provides structured and repetitive exercises according to the characteristics of children's motor development, thereby improving accuracy, coordination, and consistency of movement in passing. Theoretically, the drill method is in line with behaviorist learning theory which emphasizes the importance of repetition and reinforcement to form automatic motor habits (Crossley, 2020; Firdaus et al., 2025). However, research specifically examining the effectiveness of structured drill methods in elementary school physical education for improving soccer passing skills is limited. The discrepancy in research results is due to differences in subject characteristics, learning contexts, and training objectives between elementary school physical education and competitive sports.

Based on the background and previous research studies, the aim of this study is to determine the effect of drill training methods on improving basic soccer passing skills in elementary school students (Padalia, 2020). The novelty of this research lies in the application of the drill method which is arranged in stages and systematically based on passing technique indicators

and is adapted to the characteristics of elementary school students' motor development in the context of physical education learning (Faridah & Rozy, 2025; Muttaqiin, 2021). Practically, the results of this study are expected to serve as a reference for physical education teachers and coaches in designing effective, measurable, and developmentally appropriate strategies for teaching basic soccer techniques. Theoretically, this research is expected to contribute to strengthening the scientific basis for the application of the drill method in the context of motor skills learning in elementary education (Panduro, 2022). Therefore, the purpose of this study is to empirically test the effectiveness of the drill training method on improving basic soccer passing skills in elementary school students.

Materials and Methods

Study participants

The study population included all 20 fourth and fifth grade students of SD Negeri Sumberarum 2 in the 2025/2026 academic year. Furthermore, student characteristics were identified based on class data and observation results. The subject selection technique was purposive, with the aim of matching the subject characteristics to the research needs. From this population, the inclusion criteria were as Table 1:

Table 1. Research Sample Specifications

No.	Class	Number of students	Gender	Sampling techniques	Sample selection criteria	Number of selected samples
1	IV	10	Man	*purposive selection of participants*	1. Actively participate in PJOK learning activities 2. Have an interest in sports 3. Male gender	8
2	V	10	Man	*purposive selection of participants*		7
Total		**20**				**15**

From 20 populations, 15 men were selected who met the criteria, the sample proportion was 75% of the total population.

Study organization

This research is a quantitative, quasi-experimental study in the form of a One Group Pretest-Posttest Design, where one group of subjects is given a drill method treatment and their abilities are measured before and after the treatment. This design has limitations because it does not involve a control group, making it limited. However, this design was chosen based on field conditions that did not allow for the formation of an equivalent control group. Although this study did not involve a control group, control measures were implemented by matching the instructor, learning materials, training duration, and implementation environment across all training sessions, thus minimizing the influence of external variables. This design remains relevant for measurably and objectively evaluating changes in students' soccer passing skills after the implementation of the drill method. However, this design poses potential threats to internal validity, such as the effects of repeated training and student development.

Instrument

The research instruments used included observation sheets and soccer passing skills tests. The observation sheets were used to assess students' attitudes, participation, and engagement during the training process (Spiegel, 2021). The passing skills test in this study is

an adapted instrument from the observation of passing ability assessment developed by (Pramadani & Sari, 2021). Instrument adaptation was carried out by adjusting the learning context and student characteristics without changing the structure of the assessment indicators. Validity test results showed that all instrument indicators showed corrected item-total correlation values above the minimum limit of 0.30, thus being declared valid. Furthermore, reliability test results using a Crombach's Alpha coefficient of 0.82 indicated that the instrument had high internal consistency. The passing skills assessment instruments used in this study are Table 2:

Table 2. Assessment Aspects

Evaluation	Indicator	Score				
		1	2	3	4	5
Body position and balance	Body position, supporting foot, leg swing, ball contact	Totally unprepared	Not ready	Just ready	Well prepared	Very ready and stable
Accuracy of foot contact with the ball	Accuracy of the ball towards the target	Very inappropriate	Often less precise	Quite right	Right most of the time	Always right
Accuracy of passing direction	Ability to repeat techniques correctly	Very off the mark	Often deviates	Quite accurate	Accurate	Very accurate
Power and distance of passing	Player response to passes and positional readiness	Too weak	Often less appropriate	Quite appropriate	In accordance	Very suitable
*Follow-through h*and movement coordination	Continued movement of the feet and body after contact with the ball, including overall coordination	No Follow-through	Not that smooth	Quite smooth	Good and controlled	Very good, unified and smooth movement

(Pramadani & Sari, 2021)

With the following value calculation:

$$\textbf{Value} = \text{x } 100 \frac{Skor\ diperoleh}{Skor\ Maksimum\ (25)}$$

The passing skills test involves students passing with the inside of their foot to a target approximately 8 meters away five times. Each attempt is scored using a scoring rubric that includes five passing skill indicators. The final score is obtained by summing the scores for each indicator, which is then converted to a scale of 0-100. The assessment instrument is consulted with the physical education lecturer to ensure the appropriateness of the indicators.

Research Procedures

This research procedure was carried out through several systematic stages, from preparation to evaluation. Each stage was designed to ensure the experimental process ran according to the research design and learning objectives. In general, the research stages are described in Table 3:

Table 3. Research Stages

Stage	Activity	Description
Preparation	Preparation of research instruments	Developing skills instruments passing, determine the sample, and take care of the implementation permit letter to the school.
	Preparation for implementation	Prepare a practice schedule and equipment (balls, cones, small field).
Pretest	Initial measurements	All 15 students took the basic skills test *passing* in the form of *passing* to the target which assesses movement accuracy and technique, which is carried out as an initial test (pretest) before the treatment is given, and the same test is carried out again as a final test (posttest) after the treatment is given.
Treatment	Implementation of training programs drill	Conducted over 6 weeks, each session lasts 45 minutes. The training program is structured in stages: ● Week 1: Preliminary along with implementation pretest ● Week 2:Body position and balance ● Week 3: Accuracy of foot contact with the ball and accuracy of passing direction. ● Week 4: passing power and distance. ● Week 5: Follow-through and movement coordination ● Week 6: Assessment/ Posttest
	Observation	During practice, observations were made regarding student activity, technical accuracy, and ability development.
Posttest	Final measurement	Students undergo a skills test *passing* with the same procedure as *pretest to* find out the improvement in learning outcomes after treatment.

Source; (Wadaningsih et al., 2023).

This research activity ends with an analysis of the results *pretest* And *posttest* to determine the effect of training methods *drill* to wards improving basic skills *passing* students of grades IV and V of SD Negeri Sumberarum 2. Then there is a table of drill passing training programs based on the FITT concept in Table 4:

Table 4. Drill Exercise Table Based on the FITT Concept

FITT Components	Implementation description
Frequency*(Frequency)*	The drill training program is carried out once a week during the research program.
Intensity*(Intensity)*	The intensity is at a light to moderate level, with an emphasis on the accuracy of passing direction and appropriate movement technique.
Time*(Time)*	Each training session lasts 45 minutes, including warm-up, core drills, and cool-down.
Type*(Type)*	The exercise is in the form of a soccer passing drill, including

	passing to the target, passing in pairs, and repeated passing using the inside of the foot.

This training program is designed to maintain the passing skills achieved through drill-based learning. The intensity of the training is kept low to moderate to keep students motivated, while variety is provided to maintain interest and engagement.

Statistical analysis

Data analysis was conducted in two stages: descriptive analysis and inferential analysis. Descriptive analysis was used to describe the pretest and posttest results in the form of average scores, score increases, and student ability categories. Inferential analysis was used to test the research hypothesis in several stages. First, a normality test was conducted using the Shapiro-Wilk Test and a homogeneity test using the Levene Test to ensure the data met parametric statistical assumptions. After both requirements were met, a t-test was conducted using the paired sample t-test method to determine significant differences between the results before and after treatment.

Results

The data normality test can be seen in Table 5;

Table 5. Data Normality Test *(Shapiro-Wilk Test)*

Variables	Shapiro-Wilk Statistics	N	Sig. (p)
Pretest	0.928	15	0.253
Posttest	0.922	15	0.208

The results above show that the data seen from the two measurement groups are normally distributed because the p value > 0.05.

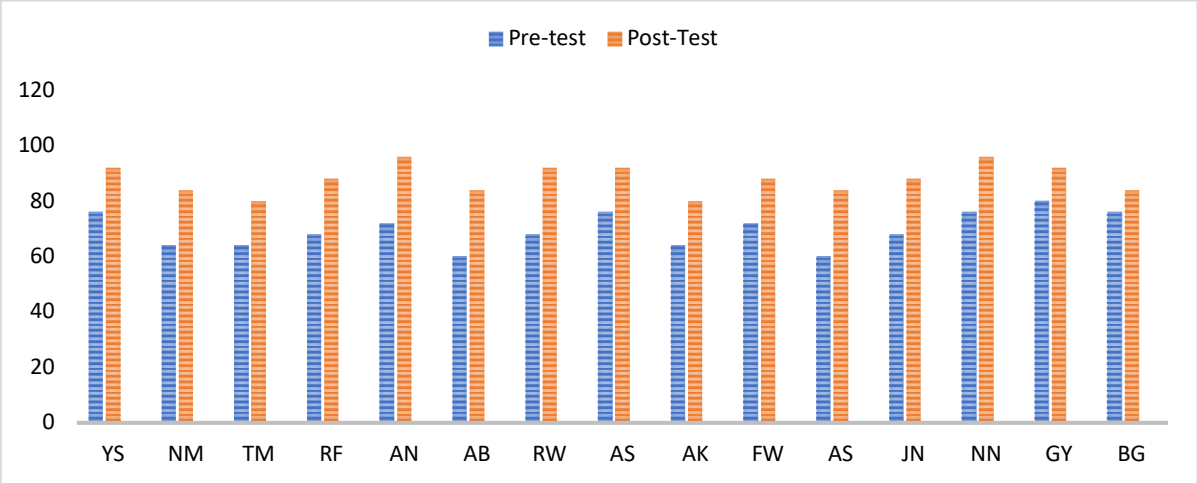

Figure 1. Pretest and Posttest Passing Scores

The figure 1 shows a comparison of pretest and posttest scores for basic soccer passing skills in 15 students. Overall, there was an increase in posttest scores for all students compared to the pretest scores, indicating improved passing skills after the drill training program. The pretest scores were in the moderate range, while the posttest scores showed a significant increase after the drill training program. These results indicate that the drill training program had a positive impact on improving students' basic passing skills.

Table 6. Homogeneity of Variance Test*(Levene's Test)*

Variables	F	Sig. (P)
Pretest vs Posttest	1,213	0.278

The p value = 0.278 > 0.05, so the data meets the homogeneity assumption.

Table 7. Descriptive Statistics

Measurement	N	Average	Standard Deviation	Minimum	Maximum
Pretest	15	69.60	6,379	60	80
Posttest	15	88.00	5,237	80	96

The pretest mean score of 69.60 increased to 88.00 in the posttest. This increase indicates improved results after the drill training.

Table 8. t-Test

Variable Pairs	Mean Difference	t Count	Df	Sig. (p)
Pretest vs Posttest	18.40	15.05	14	0.001

The p value = 0.001 < 0.05 indicates that there is a significant difference between the pretest and posttest results.

Table 9. *Effect Size (Cohen's d)*

Comparison Variable	Mean Difference	SD Polled	Cohen's d
Pretest – Posttest	18.40	5,829	3,152

Cohen's d value = 3.152 is included in the very high effectiveness category, indicating that drill training has a very strong influence on students' basic passing skills.

Discussion

Based on the data analysis, this study shows that the implementation of drill-based movement learning significantly improved elementary school students' soccer passing skills. Statistical test results showed that the average passing skill score increased from 69.60 in the pretest to 88.00 in the posttest, representing a difference of 18.40 points. The t-test yielded a significance value of 0.001, indicating that the increase was statistically significant.

Quantitatively, the increase is reinforced by the results *Cohen's D* The value of 3.152, which is in the very high category, indicates that the drill method is quite effective in improving students' basic passing skills. This finding indicates that structured, repetitive practice can help students correct movement errors, improve foot coordination, and strengthen the consistency of passing technique. The results of this study align with the findings of (Romdon & Setiakarnawijaya, 2024) which states that repetitive practice in the drill method contributes significantly to the formation of movement automation and the accuracy of basic sports techniques. Likewise, (Aliriad et al., 2023) emphasized that systematic and gradual training is very effective in building the motor foundations of elementary school-aged children, especially in skills that require coordination and precision such as soccer passing.

The results of this study indicate that the drill method has relatively stable effectiveness across various physical education learning contexts. The improvement in passing skills in this study was also inseparable from the teacher's role in providing direct feedback during the training process. This supports the finding that the success of the drill method is influenced by the quality of feedback and motivation provided by the teacher to students. When training is carried out in a directed manner and accompanied by appropriate movement corrections, students tend to more quickly understand and correct technical errors. The very large effect size value indicates a strong influence of the drill method on students' passing skills. However, these results are influenced by the homogeneity of sample characteristics and the focus of training on a single physical skill, so caution is needed in generalizing the research results.

However, observations showed that some students began to experience a decrease in enthusiasm when the exercises were monotonous. This finding supports the opinion (Agustiani et al., 2024; Padalia, 2020) which emphasizes the importance of integrating drill methods with a game-based learning approach to maintain student motivation and participation. Therefore, the results of this study not only confirm previous findings but also provide empirical evidence that drill-based learning implemented in a varied, structured, and contextual manner can significantly improve elementary school students' soccer passing skills. These findings strengthen the position of the drill method as an effective and relevant learning strategy in physical education, particularly for mastering basic sports techniques.

The results of the study showed an improvement in students' soccer passing skills after implementing the drill method. However, because this study did not involve a control group, the improvement in passing skills was interpreted as a strong indication of the effect of the drill training, although other factors may have influenced the results.

Conclusion

Based on the research results and discussions that have been conducted, drill-based movement learning has a significant effect on improving soccer passing skills in elementary school students after being given structured and repeated treatment. This method is considered to have the potential to be a relevant learning strategy in physical education because it is able to provide systematic practice opportunities, strengthen mastery of basic techniques, and increase student engagement in the learning process. However, this study is still limited to a single-group design and a limited number of samples. Therefore, further research is recommended to use an experimental design involving a control group, and consider other variables that have the potential to influence passing skills, such as learning motivation, motor coordination, and sports experience, in order to obtain a more comprehensive and methodologically robust understanding. This study also has limitations in the relatively small number of samples and the characteristics of the subjects who only involved male students, so the results of the study cannot be generalized to female students or the wider population.

Conflict Of Interest

The authors declare that they have no competition.

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