

Development of a Combination of Passing and Dribbling Training Model in Football Games at SSB Rajawali Muda FC U-13

Rahmat Fajar Firmansyah^{1A-E*}, Muhammad Ali^{2B-D}, Reza Hardinata^{3B-D}

^{1,2,3} Universitas Jambi, Jambi, Indonesia

rahmatfajarsyah006@gmail.com^{1*}, muhammad.ali@unja.ac.id², reza_hardinata@unja.ac.id³

ABSTRACT

The purpose of this study was to develop a combination of passing and dribbling training model that is applicable and able to improve the basic skills of U-13 players at SSB Rajawali Muda FC. The research method used in this study is Research and Development (R&D) by adapting the stages of the Borg & Gall development model. This study involved 24 players from the Rajawali Muda FC Football School (SSB) in the under-13 age category (U-13) as research subjects. Product validation was carried out by five experts using Aiken's V technique to measure validity, while the reliability test used the Intraclass Correlation Coefficient (ICC) method. The results of the study showed that the combination of passing and dribbling training model developed was considered very feasible by the experts, in terms of the content of the material, the sequence of exercises, the use of tools, the clarity of instructions, and the duration of implementation. The results of the validity test using Aiken's V formula obtained a value of 0.91, while the inter-rater reliability test using the Intraclass Correlation Coefficient (ICC) method showed a value of 0.946, which indicates a very high level of reliability. In addition, the results of the field trial proved that there was a significant increase in the passing and dribbling abilities of players after following this training model, which was supported by the results of the Paired Sample T-Test with a significance value of 0.001. This study concludes that it has succeeded in developing an effective and applicable combination of passing and dribbling training model for U-13 players. This model improves basic skills, teamwork, and coordination, so it can be used as a reference for coaches in coaching early age football in a fun and structured way.

ARTICLE HISTORY

Received: 2025/06/20

Accepted: 2025/06/26

Published: 2025/06/28

KEYWORDS

Combination;
Passing;
Dribbling;
Training Model;
Football Games.

AUTHORS' CONTRIBUTION

- A. Conception and design of the study;
- B. Acquisition of data;
- C. Analysis and interpretation of data;
- D. Manuscript preparation;
- E. Obtaining funding

Cites this Article : Firmansyah, Rahmat Fajar; Ali, Muhammad; Hardinata, Reza. (2025). Development of a Combination of Passing and Dribbling Training Model in Football Games at SSB Rajawali Muda FC U-13. **Competitor: Jurnal Pendidikan Kepeleatihan Olahraga**. 17 (2), p.1434-1445

INTRODUCTION

Football is one of the most popular sports in the world (Putra & Afrisal, 2020). This game is played by two teams, each consisting of eleven players, including one goalkeeper. According to (Ginantara & Aguss, 2022), in this game, foot and leg movement skills are a vital aspect, especially for field players. Meanwhile, the goalkeeper is exempted because he is allowed to use his hands in his goal area (Purba, 2017). The game

is played in two halves, each lasting 45 minutes, and requires players to have adequate basic skills to play effectively. At the early age development level, such as in the 13-year-old age group, mastery of basic skills is the main requirement in developing comprehensive football playing abilities (Rio et al., 2021). The problem that often arises is the suboptimal mastery of basic techniques such as passing and dribbling. These two skills are important foundations in the game and are closely related to each other in the dynamics of the match. The need for a training model that is able to integrate these two skills is increasingly urgent, considering the reality that many early age learners have not mastered these techniques properly and correctly.

Football is defined as a team activity with the main objective of getting the ball into the opponent's goal and preventing the ball from entering their own goal. In this game, players are allowed to use all parts of their body except their hands and arms, except for the goalkeeper, who is in his area (Harris, 2017). This sport is not just a game, but also part of recreation and character building and motor skills. Furthermore, football has been played for thousands of years and continues to develop in various aspects, including training methods and coaching approaches. Based on the Sendang report (2019), football is one of the most popular sports in the world because it provides physical, mental, and social benefits. This popularity has also spread to remote areas, including in West Tanjung Jabung Regency, where the community's enthusiasm for football is very high. However, this enthusiasm has not been fully balanced with a systematic coaching approach, especially in terms of mastering the basic techniques needed from an early age.

One of the basic skills that must be mastered by football players is the passing and dribbling technique (Cahyadi, 2019). Passing or giving the ball to teammates is an important form of tactical communication in the game. This technique can be done using various parts of the foot, such as the inside, outside, and instep. Meanwhile, dribbling or dribbling the ball is the ability to carry the ball past the opponent while maintaining optimal control of the ball (Retama et al., 2018). According to Aprianova (2016), not all players can dribble the ball well because it requires coordination, agility, and decision-making skills in a short time. This is where the importance of structured training that can improve player weaknesses, especially in early childhood. However, in reality, many training programs in football schools still use conventional training models, so they are less effective in developing complex skills such as passing and dribbling simultaneously. The research gap arises from the lack of studies that specifically develop a combination training model between these two basic techniques at the coaching age.

According to (Putranto & Andriadi, 2019), passing requires not only accuracy but also speed and precision in making decisions. This technique plays an important role in maintaining the rhythm of the game and building attacks. On the other hand, dribbling is a skill that is no less important because it allows players to pass opponents and create space. Without good dribbling skills, players will have difficulty maintaining the ball and controlling the tempo of the game. Hermansyah and Soemardiawan (2018) emphasized that good technical skills in both aspects will greatly determine the quality of the team's game as a whole. In youth development, a training model that can integrate passing and

dribbling simultaneously is needed to create players who have technical agility and tactical intelligence. Unfortunately, based on the existing literature review, there are not many training models that specifically combine these two techniques in one comprehensive and structured training system, especially for players aged 13 years.

In Batang Asam District, enthusiasm for football is quite high, as evidenced by the establishment of the Rajawali Muda Football School (SSB) in 2024. This SSB is a form of regeneration of the senior Rajawali FC team, which has been widely known at the district and provincial levels. Rajawali FC often wins various tournaments and is strengthened by professional players from the national league. Behind this success are experienced coaches such as Coach Dedi Saputra and his assistant, Coach Jho, who have impressive track records both as players and coaches. However, coaching at the youth level has not shown comparable performance, especially in mastering basic skills. The existence of the Rajawali Muda SSB is a strategic opportunity to foster superior football seeds, but it is still faced with the limitations of innovative training models that are in accordance with the developmental characteristics of 13-year-old children. This shows an urgent need to develop a training model that is more relevant and contextual to the field situation.

The establishment of SSB Rajawali Muda was motivated by the high interest of children to become part of Rajawali FC and aspire to become professional players. Through this SSB, the hope of producing quality players is very high. However, based on the researcher's initial observations, it was found that many 13-year-old players at SSB Rajawali Muda had not mastered passing and dribbling techniques optimally. The training given by the coach was still conventional and lacked variety, such as only using the inside of the foot without paying attention to positional movements or changing places. This makes the process of learning techniques static and not follow the demands of modern, dynamic football games. This condition shows a gap between the need for innovative training and the methods currently used. Therefore, the urgency of developing a combination training model is becoming stronger, considering that the limitations of the existing model have the potential to hinder the development of basic techniques for young players.

The findings from the observation results conducted by the researcher show that the passing and dribbling training model applied at SSB Rajawali Muda is still monotonous and unstructured. During passing training, players tend to just stand in place and pass without changing positions or combinations of movements that resemble real game situations. Meanwhile, in dribbling training, most of the techniques used are still limited to straight tracks with several simple cone obstacles arranged sequentially from one cone to the next. There are no variations in patterns, such as zigzags, spirals, or triangular and circular movements, that can stimulate coordination skills and decision-making when dribbling the ball. In fact, in basic football technique training, variations and simulative approaches to game conditions are very important to increase the effectiveness of motor learning. This is evidence of a gap in the application of a more creative and adaptive training model to the needs of young players. Therefore, a more comprehensive development approach is needed by combining basic technique elements such as passing and dribbling in one integrated training package..

The current training model has not been able to stimulate the player's abilities holistically. This can be seen from the low ball control when dribbling, where contact between the foot and the ball is often not right, causing the ball to move away from the player's reach. Basic techniques like this are very crucial for young players, considering that this phase is the golden age for learning motor skills. At this stage, children have great potential to absorb and practice various basic skills quickly and effectively. However, without the right training approach, this potential can be wasted. Unvaried training can also cause boredom and reduce children's motivation to participate in training continuously. Based on this gap, the urgency of developing a training model that combines passing and dribbling techniques in one series of activities is very necessary so that 13-year-old players at SSB Rajawali Muda can develop optimally, both in technical, cognitive, and affective aspects.

The development of a combination of passing and dribbling training model is a strategic solution to overcome limitations in the basic technique training process at SSB Rajawali Muda. This combination will not only improve the technical skills of players but also improve decision-making skills, teamwork, and adaptation to game dynamics. Previous research by Arizal (2014) showed that training that combines several basic techniques, such as passing, dribbling, and controlling, can significantly improve students' skills at SSB Bintang Doger. More than 80% of students stated that a variety of training models are needed to reduce boredom and improve skill mastery. This study also shows that integrated training methods have a positive impact on player motivation and enthusiasm. Unfortunately, similar research has not been widely conducted at SSB in Jambi Province, especially in Tanjung Jabung Barat Regency. This indicates that there is still room for research to develop and implement a combination training model at SSB Rajawali Muda.

In early childhood sports training, it is very important to develop a training model that not only emphasizes physical and technical aspects but also accommodates the characteristics of children's psychological development. Children aged 13 years are in a transition phase from the playing stage to a more focused learning stage. Therefore, the training model must be fun, challenging, but still educational. The combination of passing and dribbling models can meet these needs, especially if designed with a tiered and systematic approach. This model can be designed through an analytical and empirical approach, taking into account input from coaches, players, and coaching experts. In the framework of developing a sports training curriculum, the combination training model is an important part of pedagogical innovation based on field needs (need-based development). This study directly answers the research gap in the development of a football training model based on technical integration in SSB in non-metropolitan areas.

The success of coaching young athletes cannot be separated from the quality of the training methods used. In this case, the coach has a central role as a facilitator in the process of learning sports techniques. However, if the coach does not have a varied training model that follows the child's development, then the learning of techniques will not be optimal. Based on the researcher's observations, the coach at SSB Rajawali Muda still applies a static training pattern that does not stimulate the cognitive and coordinative aspects of the child. This can certainly cause a gap between the goals of coaching and the results achieved. Therefore, there

needs to be innovation in the form of developing a training model that can be used by coaches directly and is easy to practice. This model must also go through a validation and trial process so that the results can be scientifically accounted for. This research is important to fill the gap in the methodological approach in developing a football training model based on local needs, especially for SSB outside of professional training centres.

Based on the explanation above, it is clear that there is a gap between the needs of basic football technique development for young age and the training model currently available at SSB Rajawali Muda FC U-13. This research gap emphasizes the urgency of researching the development of a training model that can integrate basic passing and dribbling techniques in a single training program. The purpose of this study is not only to create a new training model, but also to contribute to the development of sports coaching science, especially for young age football. By developing a combination training model based on real conditions in the field, it is hoped that the results of this study can increase the effectiveness of the coaching process at SSB Rajawali Muda and other SSBs. This study is also expected to be a reference for coaches and sports institutions in compiling training programs that are more adaptive, enjoyable, and have a direct impact on improving player skills. Thus, the scientific and practical contributions of this study are very relevant to answering the challenges of early age football coaching in the regions.

METHODS

The research method used in this study is Research and Development (R&D) by adapting the stages of the Borg & Gall development model. The development process includes several important steps, namely needs analysis, planning, initial product preparation, validation by experts, product revision, limited trials, and extensive trials. This study involved 24 players from the Rajawali Muda FC Football School (SSB) in the under-13 age category (U-13) as research subjects. Data collection was carried out through observation, interviews, questionnaires, and basic football technique skills tests. Product validation was carried out by five experts using Aiken's V technique to measure validity, while the reliability test used the Intraclass Correlation Coefficient (ICC) method. To test the effectiveness of the developed training model, a Paired Sample T-Test statistical analysis was used to compare the results before and after the application of the model.

RESULTS AND DISCUSSION

Result

The research method used in this study is Research and Development (R&D) by adapting the stages of the Borg & Gall development model. The development process includes several important steps, namely needs analysis, planning, initial product preparation, validation by experts, product revision, trialThe initial training model designed in this study is based on the basic concept of developing basic football technical skills, especially passing and dribbling, which are arranged in a series of systematic training

activities. This concept combines technical learning with an approach that is in accordance with the characteristics of U-13 players, namely the age at which children are at the stage of optimal coordination and motor control development. The purpose of this design is to create a form of training that is able to train ball control effectively, both in passing and dribbling, by considering aspects of enjoyment, playing motivation, and efficiency of training time. The training material is arranged in stages, starting from basic passing techniques (using the inside, outside, and back of the foot) and basic dribbling techniques (dribbling the ball with speed and direction control), to a combination of both in simple game situations. limited, and extensive trials. This study involved 24 players from the Rajawali Muda FC Football School (SSB) under 13 years old (U-13) as research subjects. Data collection was conducted through observation, interviews, questionnaires, and basic football technique skills tests. Product validation was conducted by five experts using the Aiken's V technique to measure validity, while the reliability test used the Intraclass Correlation Coefficient (ICC) method. To test the effectiveness of the developed training model, a Paired Sample T-Test statistical analysis was used to compare the results before and after the application of the model.

Table 1.

Design of the initial structure of the training model

Component	Details
Objective	Developing the combination skills of passing and dribbling of young players (U-13) in football games systematically and enjoyably.
Form of Exercise	Basic technique training for passing, dribbling, and a combination of the two in the form of drills and modified games..
Exercise Sequence	1. Active warm-up 2. Basic passing exercises 3. Basic dribbling exercises 4. Combination passing-dribbling exercises 5. Situational games
Equipment Used	Size 4 ball, cone, vest, slalom pole, mini goal, whistle, stopwatch
Exercise Duration	Total ± 90 minutes: ☑ Warm-up (10 minutes) ☑ Basic techniques (30 minutes) ☑ Combination (25 minutes) ☑ Modified games (20 minutes) ☑ Cool down (5 minutes)
Evaluation	Observation of player skills, athlete and coach response questionnaires, and passing and dribbling performance assessment rubrics.

A small-scale trial was conducted as an initial stage to see the feasibility and usability of the revised instrument before it was widely implemented. In this stage, the researcher involved 9 respondents, consisting of athletes or individuals relevant to the purpose of using the instrument. The selection of trial subjects was carried out purposively by considering the suitability of their characteristics to the target use of the instrument. This trial aims to evaluate the clarity of instructions, ease of use, and the effectiveness of the instrument content in real conditions.

The results of this feedback are the basis for further revisions if aspects are found that are not optimal. Several respondents, for example, stated that some parts of the exercise needed to be simplified to better suit their physical condition.

Table 2.
 Small-Scale Trial Interview Results

Respondent Initials	Clarity of Instructions	Ease of Use	Execution time	Short Advice/Recommendations
R1	Clear	Easy	In accordance	Add sample images
R2	Quite clear	A bit difficult	Too long	
R3	Clear	Easy	In accordance	Make the first step of the instructions clearer
R4	Clear	Easy	A little long	
R5	Not clear	Difficult	Too long	Enlarge font
R6	Clear	Easy	In accordance	
R7	Clear	Easy	A little long	Break the practice session into two parts
R8	Quite clear	Easy	In accordance	
R9	Clear	Easy	In accordance	Use simpler language

Table titles should be placed at the top, while figure, photograph, or chart titles should be placed at the bottom. For manuscripts written in English, thousands are indicated by a comma; for example, 1200300 is written as 1,200,300. The decimal point is indicated by a period followed by two digits, for example, 12.34. For numbers lower than 1, zero is not required, for example, 12. The alphabet is italicized for mathematical symbols or notations, but Greek letters are written in upright form using the correct symbols. The equal sign is spaced before and after; for example (English format): $r = .456$; $p = .008$. For statistical values that have degrees of freedom, such as t , F , or Z , the degrees of freedom are written in curly brackets, such as $t(52) = 1.234$; $F(1, 34) = 4.567$.

The results of the large-scale trial showed that the developed instrument has good reliability, practicality, and validity for use in the training context. Therefore, the product is declared suitable for use in training activities widely and can be used as a reference or guideline in similar activities. The findings from this trial will also be used as consideration in the finalization stage and preparation of the final research product.

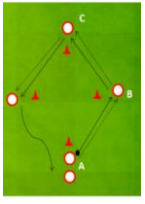
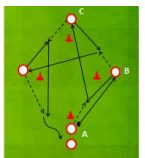



Table 3
 Large-Scale Test Observation Results



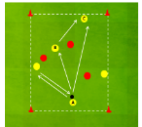



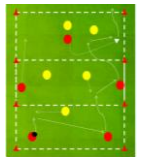
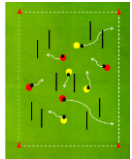

Respondents	Active Engagement	Material Understanding	Media Suitability	Enthusiasm	Goal Achievement	Description
R1	Good	Good	Suitable	High	Achieved	Effective
R2	Good	Good	Very Suitable	High	Achieved	Effective
R3	Fair	Enough	Suitable	Medium	Quite Achieved	Needs Revision
R4	Very Good	Good	Very Suitable	High	Achieved	Effective
R5	Good	Good	Suitable	High	Achieved	Effective
R6	Enough	Enough	Less	Medium	Not Achieved	Re-evaluation
R7	Good	Very Good	Appropriate	High	Achieved	Effective
R8	Very Good	Good	Appropriate	High	Quite Achieved	Effective
R9	Good	Enough	Appropriate	Medium	Achieved	Need Improvement
R10	Good	Good	Appropriate	High	Not Achieved	Effective
R11	Enough	Enough	Less	Low	Achieved	Re-evaluation
R12	Good	Good	Appropriate	High	Achieved	Effective
R13	Very Good	Very Good	Very	High	Quite Achieved	Effective
R14	Good	Good	Appropriate	High	Achieved	Effective
R15	Enough	Enough	Quite	Medium	Achieved	Need Revision
R16	Good	Good	Appropriate	High	Quite Achieved	Effective
R17	Very Good	Very Good	Very	High	Achieved	Effective
R18	Enough	Enough	Less	Medium	Achieved	Re-evaluation
R19	Good	Good	Appropriate	High	Not Achieved	Effective

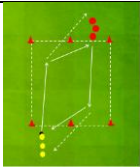
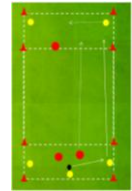

Respondents	Active Engagement	Material Understanding	Media Suitability	Enthusiasm	Goal Achievement	Description
R20	Good	Good	Appropriate	High	Achieved	Effective
R21	Enough	Good	Quite	Medium	Achieved	Need Improvement
R22	Good	Good	Appropriate	High	Quite Achieved	Effective
R23	Very Good	Very Good	Very	High	Achieved	Effective
R24	Good	Good	Appropriate	Medium	Achieved	Effective

This training model consists of several sessions that are arranged progressively and integratively, starting from basic training to more complex combination training. Each session includes warm-up, core, and cool-down components with time allocations that have been adjusted to the capacity and condition of the players. In its presentation, this model is equipped with implementation guidelines, training objectives, tools used, achievement indicators, and simple evaluations that can be used by coaches as a measuring tool for achievement. This product is also equipped with visual illustrations and descriptions of training activities so that coaches can implement them directly in the field.

Table. 4
Final Product of Development Result

No	Test Name	Implementation Instructions	Picture
A. Passing Practice			
1	Tiki Taka Passing Pattern	Arrange players in a triangle, square or hexagon pattern. Focus on a soft first touch to direct the ball into space, followed by a quick and accurate pass (one or two touches) using the inside of the foot. After passing, quickly move into a new position to create options. Encourage non-verbal (eye contact) and verbal communication. Maintain possession of the ball at a high pace, simulating movement in midfield to break down the opposition's defence. Variation: Add pressure from passive defenders.	
2	Barcelona Star Passing Pattern	Form a star or hexagon pattern with a player at each point. The ball is passed across the formation (e.g. from one corner to another non-adjacent corner). After passing, players should sprint to the teammate they just passed to. Prioritize accuracy of strong, flat passes, clear eye communication before passing, and timing of movement to fill the space left by teammates. Train players to read the direction of the pass and respond quickly.	
3	Positional Play 3(+3) v 1(+2)	Play on a limited grid. The attacking team (3 players) tries to maintain possession from the defending team (1 player). Three neutral players (+3) are positioned outside the grid and can assist the team in possession. Two additional defenders (+2) can also wait outside, ready to come in when transitions occur. The goal is to maintain possession, draw opponents into open space, and find passes that break the opponent's lines of pressure, often involving neutral players for quicker ball circulation.	
4	Positional Play 3(+1) v 2 (with Goal)	Two teams play 3v2 in a confined area, plus 1 neutral player (+1) who always helps the team in possession. The goal of the attacking team is to score goals into a small, designated goal. Practice quick decisions: when to pass to a teammate, when to dribble to draw an opponent, and when to shoot. Take advantage of the numerical advantage created by the neutral players to break down the defence. Practice quick transitions when the ball is won or scored.	
5	6v6 Mini Game	Play 6-a-side matches on a smaller-than-full-size pitch, using mini- or standard-sized goals. Focus on applying the principles of attack (ball circulation, penetration, finishing) and defence (pressing, marking, defensive shape). Encourage constant communication, real-time decision-making, and quick transitions as possession changes. Adjust rules (e.g., offside, limited touches) to emphasize specific aspects.	

6	"Wall Pass" Passing Pattern	Practice the one-two pass (wall pass/give-and-go). Two players interact, with one player acting as a "wall" (third player) to bounce the ball. Player 1 passes to the wall, Player 1 runs behind an opponent/in the space, the wall returns the ball to Player 1's path. Prioritise the timing of passes to the wall, speed of movement after the pass, and accuracy of the return from the "wall" so that the running player can receive the ball with momentum.	
7	"Triangle or 'Rotation' Passing and Movement Pattern	Arrange the three main players (A, B, C) in a triangle formation inside the marking circle. Player A passes to B, B receives and immediately returns the ball (backpass) to A. After the backpass, Player B immediately moves sideways into the space. Player A then passes the ball to Player C (or another player on B's side who has moved). Focus on visual communication (eye contact), timing B's movement so that it is not too fast/slow, and accuracy of the pass.	
8	5v3 Positional Play	The attacking team (5 players) against the defending team (3 players) in a limited area. The goal of the attackers is to maintain possession of the ball for as long as possible, with a specific pass target or a set number of passes. Focus on creating good passing angles, movement without the ball to open up lanes, and utilizing numerical superiority to move the ball smoothly. The defending team practices pressing and maintaining space.	
9	4v4 Positional Play with Neutral Players on the Edge	Play 4v4 on a central pitch, with 2 or 4 neutral players positioned on the touchlines to which the team in possession can pass the ball. The neutral players cannot be touched by the opposition. Train the team in possession to retain possession, looking to pass to the neutral players to change the direction of attack or break up pressure. Focus on finding space, communication and clever movement to free teammates or neutral players.	
10	7v7 Mini Game	Competitive 7v7 games on a customized pitch. Apply specific formations and tactical instructions (e.g. full-backs should overlap, midfielders should press). Focus on all aspects of the game: vision, decision-making under pressure, quick transitions from attack to defence and vice versa, team communication and finishing chances. The game simulates most real match situations.	
B. Dribbling Practice			
11	Skill Component: 2v1 (Ball Possession and Quick Attack)	Two attackers (Red) versus one defender (Yellow) on a 20x15m grid. The attackers must dribble the ball until one of them steps on the outside line of the grid as a 'goal'. If the Yellow player wins the ball, their role immediately changes to the attacker, and they must dribble until they step on the line, while the Red player becomes the chaser. The main emphasis is on aggressive dribbling that "goes to the opponent" to get their attention and free up a teammate to receive a pass or continue dribbling forward.	
12	Layered Attack Transitions (2v1, 3v2, 3v2)	The 40x15m grid is divided into 3 areas. Starting with 3 Yellow vs 2 Red in the bottom area. Yellow must control the ball and, when given the opportunity, "run with the ball" to get out to the middle area. When the ball enters the middle area, 1 Red player from the bottom area chases to create a 3v2 situation in the new area. If Red wins the ball, they try to step on the sideline as a 'goal'. Focus on speed when carrying the ball and closing the body to protect the ball when being chased by the opponent.	
13	Dribbling and Finishing in Limited Space	Dribbling on a 20x30m grid with poles and 5 mini goals (3m wide) spread out. Players must dribble and, as they approach the mini goals, perform various movements such as feinting, capping, and turning to dribble into the goal. Imagine the goal is an opponent to be passed. Once you have passed the goal, immediately accelerate explosively away. Focus on dribbling with turtle feet and looking up (heads up) constantly.	
14	4v4 Game (Ball Possession, Dribbling Creativity, and Finishing)"	Play 4v4 on a 20x30m grid that also contains 5 mini goals as goal targets. The main objective is to score a goal by dribbling the ball into one of the mini goals. This drill emphasizes ball circulation to create dribbling opportunities. Players are encouraged to dribble "towards the opponent" to draw attention and free up teammates, or to pass an opponent directly, then finish with a dribble into the goal.	

15	Running with the Ball and First Touch for Fast Attacks	Players are divided into two groups at the ends of the 30x15m grid. The first player in one group "runs with the ball" to the opposite end with as few touches as possible. Once near the end, he passes the ball to the first player in the opposite group. The receiver must make a "favourable" first touch to immediately continue "running with the ball" in the opposite direction. Focus on the speed of the transition from receiving to carrying the ball and maintaining momentum.	
16	Skill Component: 3v2 Wave Attack with Fast Transitions"	The 40x15m grid is divided into 3 areas. Start with 3 attackers (Yellow) versus 2 defenders (Red) in the bottom area. Yellow tries to get the ball out of the area by "running with the ball". Once successfully out, 1 Red player from that area will chase to help defend in the next area. If Red takes the ball, they must immediately "score" by stepping on the sideline. Emphasis is on speed with the ball and using body position to protect the ball when being chased.	
17	"7v7 Game (Small-Sided Game with Formations and Positional Emphasis)"	Play a 7-a-side match on a pitch measuring approximately 50-60m x 30-40m, using mini or standard goals. Implement a specific formation (e.g. 3-2-2) and emphasize positional roles (e.g. full-backs should overlap, midfielders should support). This is a full match simulation that trains all aspects: vision, decision-making, communication, quick transitions when the ball changes possession, and finishing ability in the context of team play.	

Discussion

The combination of passing and dribbling training model developed in this study has a strong relationship with various theories of motor learning and skill development in sports, especially football. One of the theories that is the basis is the motor learning theory of Schmidt & Wrisberg (Hasmalia et al., 2023), which emphasizes the importance of repeated and varied practice to form motor memory. In this model, variations in training that are developed gradually allow early age players to strengthen basic skills through repeated direct experience, while increasing their ability to adapt to various game situations. In addition, this model is in line with the principles of social learning theory by Albert Bandura, which emphasizes the importance of observation, imitation, and motivation in learning. Through demonstrations and direct feedback from coaches, children can imitate the correct techniques and are motivated to improve their performance. Small game-based training also stimulates social interaction, cooperation, and a constructive competitive spirit, following the characteristics of the psychosocial development of children aged 10-13 years. Thus, this model not only develops technical abilities but also strengthens the affective and social aspects. Another relevance can be seen from the application of the principles of the theory of child motor development by Rijaluddin et al. (2025), which states that at elementary school age, children are at a stage of developing specific skills, including manipulative skills such as kicking and dribbling the ball. This model systematically adjusts the intensity and complexity of the exercise to the child's abilities, starting from simple forms of exercise to more complex game activities. This shows the suitability of the model to the stages of child development, so that the potential for anxiety, boredom, and frustration in training can be minimized.

This training model also adopts the principle of deliberate practice from Ericsson (Hasmalia et al., 2023), which emphasizes the importance of structured practice with clear goals, feedback, and zones of proximal development. Each training session in this model is designed with measurable goals and observable indicators of success, so that

players can see how far their skills have developed. In addition, through performance evaluation in each session, coaches can adjust the training according to the specific needs of individuals or groups.

Overall, this training model is not only practical and applicable but also has a strong theoretical basis. Relevance to various motor learning theories, child development, and training principles shows that this model has been scientifically designed and directed. This strengthens the belief that the use of this model can have a significant impact on improving the technical skills of young football players as a whole.

CONCLUSION

The conclusion of this study shows that the developed combination of passing and dribbling training model is proven to be effective and feasible for use in coaching young players, especially the U-13 category. This model is designed based on the technical and psychological needs of children and validated by experts who assessed that the content, sequence of training, aids, clarity of instructions, and duration of implementation follow the principles of good motor learning. This training is also able to integrate basic technical elements, such as passing and dribbling the ball, in the form of fun, structured, and progressive activities.

The implementation of this model in field trials gave positive results in improving the technical abilities of players, as well as supporting the development of cognitive and affective aspects such as cooperation, focus, and self-confidence. Thus, this training model can be used as an applicable alternative for young football coaches in compiling systematic, relevant, and fun training programs, and has the potential to be adapted by other football schools with similar characteristics.

REFERENCES

- Aprianova. (2016). Metode Drill Untuk Meningkatkan Teknik Dasar Menggiring Bola (Dribbling) Dalam Permainan Sepakbola Pada Siswa Sekolah Sepakbola Putra Zodiac Kabupaten Bojonegoro Usia 13-15 Tahun. *Jurnal Kepelatihan Olahraga*, 1(1), 63-74. <http://journal2.um.ac.id/index.php/jfik/article/view/11801/5424>
- Cahyadi, R. A. H. (2019). Pengembangan Bahan Ajar Berbasis Addie Model. *Halaqa: Islamic Education Journal*, 3(1), 35. <https://doi.org/10.21070/halaqa.v3i1.2124>
- Ginantara, A., & Aguss, R. M. (2022). Pengembangan Bahan Ajar Permainan Bola Besar Sebagai Sumber Belajar Di Sma Negeri 1 Trimurjo. *Journal Of Physical Education*, 3(2), 26-33. <https://doi.org/10.33365/joupe.v3i2.2077>
- Hasmalia, Aliem Bahri, & Anin Asnidar. (2023). Keefektifan Metode Belajar Deliberate Practice Terhadap Keterampilan Membaca Cerita Siswa Kelas V SD Negeri 78 Bakke Kab.Soppeng. *JKP: Jurnal Khasanah Pendidikan*, 1(3), 267-273. <https://doi.org/10.58738/jkp.v1i3.185>
- Purba, R. H. (2017). Pengetahuan Anggota Kelompok Olahraga Prestasi Sepak Bola

Fakultas Ilmu Olahraga Universitas Negeri Jakarta Terhadap Penanganan Cedera Olahraga. In *Prosiding Seminar Dan Lokakarya Fakultas Ilmu Keolahragaan Universitas Negeri Jakarta*, 2(1), 61-65.

- Putra, A. T., & Afrisal. (2020). Kontribusi Kelentukan Dan Dayaledak Otot Tungkai Terhadap Heading Sepakbola. *Jurnal Patriot*, 2(2), 616-626.
- Putranto, D., & Andriadi, A. (2019). Pengembangan Model Latihan Passing ADE Sepakbola. *SPORTIVE: Journal Of Physical Education, Sport and Recreation*, 2(2), 73. <https://doi.org/10.26858/sportive.v2i2.9514>
- Retama, M. A., Dinata, M., & Jubaedi, A. (2018). Pengaruh Latihan Dribble 20 Yards Square Terhadap Kemampuan Menggiring Bola. *Jorpres (Jurnal Olahraga Prestasi)*, 14(2), 149-163. <https://doi.org/10.21831/jorpres.v14i2.23825>
- Rijaluddin, K., Temmassonge, A., Studi, P., Kepelatihan, P., & Bone, U. M. (2025). *Pelatihan Gerak Lokomotor, Non-Lokomotor dan Manipulatif Berbasis Tactical Game Approaches*. 5(01), 119-126.
- Rio, T., Utomo, P., & Sudarmono, M. (2021). Pengaruh Latihan Dribble Zig-zag Dan Dribble T Terhadap Kemampuan Menggiring Bola Pemain Sepakbola Di SSB PUMA. *Indonesian Journal for Physical Education and Sport*, 2(1), 182-190. <https://journal.unnes.ac.id/sju/index.php/inapes>