

The Effect of the 3 vs. 3 Small-Sided Games Training Model on Improving the Passing Skills of Futsal Players at SMAN 7 Kediri

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Abstract

This research is motivated by the low passing skills of futsal players at SMAN 7 Kediri, which is indicated by a lack of passing accuracy, accuracy of targets, and coordination between players in the game. One alternative training method that can be used to improve passing skills is the 3 vs 3 small-sided games (SSG) training model, which provides players with the opportunity to interact more frequently with the ball in a match-like game situation. This study aims to determine the effect of the 3 vs 3 small-sided games training model on improving the passing skills of futsal players at SMAN 7 Kediri. This study used an experimental method with a one-group pretest-posttest design. The study population was 28 male futsal players at SMAN 7 Kediri, while the study sample was 20 players selected using a purposive sampling technique. The research instrument used a futsal passing skills test. Data analysis was carried out through descriptive analysis, normality tests, homogeneity tests, and hypothesis testing using paired sample t-tests with the help of SPSS 16.0. The results showed that the average pretest score of 5.90 increased to 7.10 in the posttest, with an increase of 20.33%. The results of the normality test showed that the data were normally distributed (pretest Sig. = 0.604; posttest Sig. = 0.320), while the homogeneity test showed that the data were homogeneous (Sig. = 0.382). The results of the hypothesis test showed a calculated t value of -5.080 with Sig. = 0.000 ($p < 0.05$), so there was a significant effect of 3 vs 3 small-sided games training on improving the passing skills of futsal players at SMAN 7 Kediri. Thus, the 3 vs 3 small-sided games training model can be recommended as an effective training method to improve passing skills in futsal coaching at the school level

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1. INTRODUCTION

Sport is any activity that involves the mind, body, and soul in an integrated and systematic manner to encourage, foster, and develop physical, spiritual, social, and cultural potential (Law Number 11 of 2022 concerning Sports). According to Law Number 11 of 2022 concerning Sports, sport is any physical activity carried out for the purpose of maintaining health, fitness, and well-being. This activity can involve physical exercise, recreational sports, educational sports, and competitive sports. The essence of sport is to improve the quality of life through activities that benefit the body and mind.

Futsal comes from Spanish *football* and *room* (indoor). Futsal is a ball game played with two competing teams, each fielding a squad of five players. Similar to soccer, the goal is to score as many goals as possible against the opposing team (Afif et al., 2024). Futsal is played indoors by teams and is characterized by fast-paced and dynamic gameplay. Furthermore, this sport has several basic techniques that each player must master, including *passing*, *controlling*, *dribbling*, and *shooting*. The goal of futsal is to create opportunities and score as many goals as possible against the opponent to win the match. Several important aspects contribute to successful futsal play, including technical, physical, tactical, and mental aspects (Ika et al., 2014). Technique is an integral part of futsal. Futsal consists of several techniques, including *passing*, *controlling*, *dribbling*, and *shooting* (Rohmadan & Ghani, 2022), which are supporters of the success of running tactics in a match to achieve game goals (Setiawan et al., 2021).

One of the most commonly used techniques is *passing*, because futsal is a game of passing quickly between teammates to create opportunities or goals (Mashud et al., 2019). For futsal players, passing is a very important skill. Futsal players are required to master it. *Technique passing* to be able to pass the ball accurately to fellow team members. The course of a futsal match will lose its effectiveness if the players are still not skilled in *passing* accurately.

At SMAN 7 Kediri, the development of students' interests and potential in the field of futsal is carried out through extracurricular activities. These activities are held every Monday from 4:00 PM to 6:00 PM WIB at the Victory Field located at Jl. Agrowilis No. 774, Bajang Village, Semen District, Kediri Regency. This school was able to show proud achievements by winning back-to-back first place in the Allievo Championship Kediri region 2024 - 2025. Then, 1st place in the Smadela Cup futsal 2025, and 3rd place in the by.U Cup 2025. Unfortunately, this glory has faded following a series of negative results received by SMAN 7 Kediri in various recent competitions.

Based on the results of observations of the SMAN 7 Kediri futsal team during the by.U cup competition at the Jayabaya Kediri sports hall, in fact, there were still 3 to 4 futsal players who had not been able to master the basic techniques *passing* issues such as pass accuracy, ball speed, and lack of movement after passing lead to poor ball control, while coordination with teammates remains a significant challenge in mastering this technique. Therefore, a more effective and enjoyable training model is needed to help improve these skills *in passing* Players. Skills such as passing techniques will be more effectively improved if training is carried out in situations that resemble actual game conditions.

Small-sided games are a method that is similar to a real game, but the area is smaller, limited by cones, and the number of people playing is smaller (Eksperi et al., 2022). Small-sided *games* can be used to improve engineering skills, *passing*, observation, and most importantly, understanding game tactics. Training with small-sided game techniques consists of several variations, namely 1v1, 2v2, 3v3, and 4v4 *small side games* is very suitable for improving *passing skills* because this training technique requires players to keep moving, looking for space, and doing a lot of *passing*. With the drill training model, passing skills will certainly improve.

This time the researcher will use small side games with a 3vs3 variation, because the 3vs3 format can be easily modified to train various aspects of the game such as transitions, *pressing*, or *finishing*. The 3v3 format is chosen to train by selecting one anchor position with two flanks because this is the true heart of the game. Lack of coordination between the right flank, left flank, and anchor

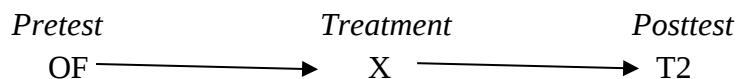
lines can lead to confusion in ball movement, resulting in inaccurate or misplaced passes. This flexibility makes it very useful in various stages of training, allowing players to have more opportunities to touch the ball and play in a smaller area of the field for short durations but with high intensity. This can improve players' physical condition, such as endurance, speed, and quick reactions. With limited space and time, players are forced to think quickly, make the right decisions, and adapt to game situations.

Regarding the importance of technique, in the game of futsal, researchers tried to observe the technical skills of *passing* in SMAN 7 Kediri futsal players, because there are still many SMAN 7 Kediri futsal players who often make technical mistakes. This starts from passing the ball incorrectly, poor coordination between lines resulting in low ball possession, *not* using power, which results in the ball not reaching the target we pass, and the ball hitting the foot is not precise.

This study aims to determine the effect of small-sided games 3vs3 training on the improvement of passing skills among SMAN 7 Kediri futsal players, with a specific focus on reducing technical errors commonly found in the team, such as inaccurate passing distance, poor ball control after receiving a pass, and weak coordination between playing lines. Furthermore, the results of this study are expected to serve as a reference for coaches and sports teachers in developing more targeted training programs.

2. METHOD

This research was conducted with the aim of finding out how much influence the training has *small sided games* 3vs3 against skill enhancement, *passing* futsal players at SMAN 7 Kediri. Experimental research is a method used to determine the impact of a particular treatment on other variables in a regulated or controlled situation (Sugiyono, 2013: 107). This research uses an experimental method with a design of *pretest-posttest*. As for the design illustration, the *pretest-posttest design* in this study is presented as follows:



Description :

TI : Pretest (pretest)

T2 : Final Test (posttest)

X : Exercise of *Small Side Games* 3vs3 (treatment)

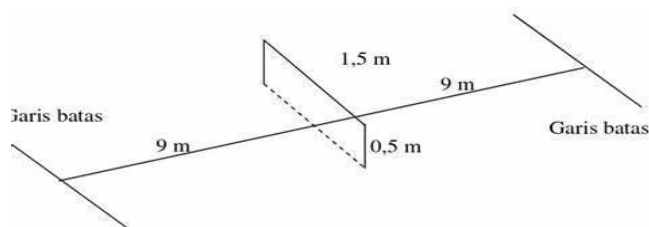
According to Erman (2009: 50), a population in a research context is a collection of subjects, including humans, who serve as the source of data collection in the research. The population in this study was the 28 male futsal players at SMAN 7 Kediri. A sample is a selected portion of the population and is considered representative of the entire population. According to Sugiyono (2010: 118), a sample is a portion of the population's size and characteristics. The sampling method used in this study was purposive sampling. This method is used when the sample selection is based on certain considerations or criteria that have been previously determined by the researcher. In this study, the subjects used as samples were students of grades X and XI. Meanwhile, students of grade XII were

not included in the research sample because their academic activities were focused on preparing for the implementation of the Final Exam and Practical Exam. So, the sample in this study amounted to 20 children. This research was conducted at the Victory Futsal field located at Jl. Argowilis No. 774, Bajang, Semen, Semen District, Kediri Regency, East Java. This research was conducted over a period of 8 weeks, with one week holding an initial test (pretest), 16 sessions to carry out the treatment, and finally a final test (posttest). The treatment was administered three times a week, with each training session lasting approximately 90 minutes and structured into three parts: a 15-minute warm-up (dynamic stretching and light jogging), 60 minutes of core training focusing on small-sided games 3vs3 with a gradual increase in intensity and variation (transition, pressing, and finishing drills) across the training weeks, and a 15-minute cool-down (static stretching and evaluation). All training sessions were carried out under the direct supervision of the researcher together with the team coach to ensure consistency in the implementation of the training program.

According to Sugiyono (2013: 133), a research instrument is a tool used to measure the value of the variables being studied. In this study, the instruments used were tests and measurements. Tests themselves are tools used to assess the abilities, intelligence, knowledge, or skills possessed by an individual or group (Arikunto, 2010: 193). The instrument used in this study was a low-ball passing test, which has undergone a test validity test of 0.710 and a test reliability test of 0.703 (Subagyo Irianto, 1995), then adjusted to suit the measurement of passing skills in futsal. This test aims to assess the ability to pass. The following are the steps for implementing the passing and stopping test in futsal:

1. Facilities: The size of the mini goal in this test is 1.5 meters in length and 0.5 meters in height, cones, futsal balls, measuring tape, stationery, and books.
2. Implementation: the ball is placed behind the boundary line, the testee stands behind the ball and is allowed to take the kick. The kick is declared valid if:
 - a. regarding the target area
 - b. passing the boundary cone
 - c. the power of the kick is able to reach the boundary line on the opposite side (with a distance of 18 meters).

Evaluation: participants kick 10 times; kicks are considered valid if they meet the criteria above.



source: Subagyo Irianto (1995:9) in Dica Febriana, (2015:33)

In this research, researchers used SPSS version 2016 to analyze the data to obtain and process the data for later analysis. This study used a t-test. However, before using the t-test, prerequisite tests, such as normality and homogeneity tests, must be performed using SPSS version 2016.

This study used the Levene test. This testing process was conducted on the treatment groups in the study. With a sig value > 0.05 , it can be concluded that the data are homogeneous. The hypothesis test used was a t-test using the Compare Means Paired Sample T-test. The hypotheses are as follows:

1) H0: There is no significant influence

2) H1: There is a significant influence

With testing criteria:

1) If sig. (2-tailed) > 0.05 then H0 is accepted and H1 is rejected.

2) If sig. (2-tailed) < 0.05 then H0 is rejected and H1 is accepted.

3. RESULTS AND DISCUSSION

In the results chapter of this study, pretest and posttest data were obtained, which were conducted at the Victory Semen futsal field, Kediri Regency, for 16 meetings through a frequency of 2 meetings a week, namely every Monday and Friday, with the implementation time being from 16.00 – 18.00 WIB. To determine the appropriate data analysis technique, this study first conducted a prerequisite test in the form of a normality and homogeneity test based on a data summary that included the average, highest and lowest values, median, mode, and standard deviation. The final stage of data analysis used the t-test to test the research hypothesis.

Table 1. Descriptive Statistics of Pretest and Posttest Passing Skills

Statistics	Pretest	Posttest
N	20	20
Mean	5,90	7,10
Median	6	7
Std. Deviation	1,48	1,25
Minimum	3	5
Maximum	8	10

Based on the results of descriptive data processing, the mean pretest value was 5.90, and the mean posttest value was 7.10. The data distribution shows a standard deviation (*std. deviation*) pretest was 1.48, and the posttest was 1.25, pretest value *minimum* 3, and *maximum* 8, posttest score *minimum* 5, and the *maximum* was 10. The results of the normality test show a pretest significance value of 0.604 and a posttest of 0.320 (Sig. > 0.05), while the homogeneity test obtained a significance value of 0.382 (Sig. > 0.05), so the data are declared normally distributed and homogeneous. Furthermore, the results of the paired sample t test show a calculated t value = -5.080 with Sig. = 0.000, smaller than 0.05, and the absolute value of the calculated t is greater than the t table (2.093), so the research hypothesis is accepted.

Table 2. Paired Sample T-Test Pretest and Posttest Results

t count	t table	Sig. (2-tailed)	mean difference
5,080	2,09	0,000	1,2

Based on the results of the t-test at a significance level of 0.05, the calculated t-value was 5.080, while the table t-value was 2.09. Because the calculated t-value was greater than the table t-value, it can be concluded that the small-sided games 3vs3 training has a significant impact on the passing skills of futsal players at SMAN 7 Kediri. Based on the average pretest score of 5.90 and the average posttest score of 7.10, the mean difference was 1.2, indicating a percentage increase of 20.33% compared to before the training treatment. This improvement is attributable to the characteristics of the small-sided games 3vs3 format itself, which places players in a smaller playing area with fewer teammates, thereby increasing the frequency of ball touches and passing repetitions per session compared to conventional training (Eksperi et al., 2022). The constrained space and limited time also

compel players to make faster decisions, read teammates' positioning, and adjust the accuracy and power of each pass to match real game situations, which directly trains the technical and coordination aspects of passing that were identified as weaknesses at the beginning of the study.

4. CONCLUSION

Based on the overall research results, the application of the Small Sided Games 3vs3 training model significantly improved the passing skills of futsal players at SMAN 7 Kediri, as shown by the paired sample t-test ($t = 5.080 > t_{\text{table}} = 2.09$, Sig. = 0.000) after participants underwent 16 training sessions. The average score increased from 5.90 at pretest to 7.10 at posttest, a mean difference of 1.2 points or a 20.33% increase. This improvement is associated with the characteristic of small-sided games training, which places players in dynamic, match-like situations that increase opportunities to touch the ball, pass, make quick decisions, and coordinate with teammates. Based on these findings, the Small Sided Games 3vs3 training model can be considered a viable option for developing passing technique in school futsal extracurricular activities, although further studies with larger and more varied samples are needed before broader conclusions about its effectiveness can be drawn.

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