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Development Of A Passing Training Model For Soccer Players Aged 13–15 Years

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Abstract

This study aimed to develop and produce an innovative, effective, varied, progressive, and game-based soccer passing training model tailored to the characteristics and developmental needs of players aged 13–15 years. The research employed a Research and Development (R&D) methodology using both qualitative and quantitative approaches through field testing. The participants consisted of 25 youth soccer players from the Persepa Muda Football Club. Data were collected through problem identification, structured observations, in-depth interviews with expert coaches, product design, small-group trials, and passing skill tests. Qualitative and descriptive analyses indicated that the developed passing training model was highly feasible and effective for implementation. The field trial demonstrated that the model improved players' understanding of spatial concepts, passing accuracy, and enthusiasm for training. A significant improvement was observed in players' passing performance, with an average passing accuracy increase of 85% and an overall skill efficiency improvement of 25%. This training model is recommended for soccer coaches and physical education teachers as a reference for implementing varied and contextual training programs.

Keywords: Passing Training Model, Soccer, Ages 13–15 Years, Research and Development.

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INTRODUCTION

Modern soccer requires every player to possess a high level of fundamental technical skills, cognitive speed, and the ability to make accurate and dynamic decisions. Among the various technical abilities, passing is regarded as one of the most essential skills because it forms the basis for building attacks, controlling the tempo of the game, maintaining possession, and creating goal-scoring opportunities. Effective passing enables teams to retain tactical organization while facilitating smooth transitions between defensive and offensive phases of play. Conversely, poor passing accuracy often leads to unnecessary turnovers, disrupted team coordination, and increased defensive vulnerability (Luxbacher, 2014).

In contemporary soccer, passing is no longer viewed merely as a technical action but as an integrated skill that combines perception, decision-making, movement, and execution under pressure. Research has shown that successful players are able to perform accurate passes while simultaneously processing information regarding teammates' positioning, opponents' movements, and available spaces within a limited time frame (Williams & Hodges, 2005). Consequently, modern training methods emphasize the integration of technical, tactical, physical, and cognitive components rather than practicing isolated technical skills. The importance of passing is also reflected in match performance analyses. Elite teams consistently demonstrate high passing accuracy and efficient ball circulation, which contribute significantly to maintaining possession and generating scoring opportunities (Sarmento et al., 2018). Similarly, FIFA coaching principles emphasize that the quality of passing largely determines a team's ability to implement tactical strategies effectively, particularly during positional play and rapid transitions (FIFA, 2020). Therefore, developing passing proficiency from an early age represents a fundamental objective in long-term player development.

The 13–15-year-old age group represents a critical transitional stage in youth soccer development and is commonly classified as the Train to Train phase within the Long-Term Athlete Development (LTAD) model (Balyi, Way, & Higgs, 2013). During this developmental period, adolescents experience rapid improvements in motor coordination, neuromuscular control, and cognitive function, enabling them to acquire increasingly complex technical and tactical skills. According to Côté and Vierimaa (2014), this stage provides an optimal opportunity to strengthen sport-specific techniques while fostering decision-making abilities through structured and enjoyable practice environments.

Youth players in this age range require training activities that closely resemble actual game situations. Small-sided games, modified drills, and representative learning tasks have been

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demonstrated to improve technical execution while simultaneously enhancing tactical awareness, perception, and decision-making (Davids, Button, & Bennett, 2008). Representative Learning Design (RLD) suggests that practice environments should replicate the informational constraints encountered during competition so that skill acquisition can effectively transfer to real match performance (Pinder et al., 2011). Consequently, static passing drills that lack pressure and movement are considered less effective than dynamic, game-based training approaches.

However, preliminary observations conducted by the researchers at Persepa Muda Football Club revealed several practical issues in the implementation of passing training. Passing sessions were predominantly conventional, monotonous, and static, consisting mainly of stationary partner passing without sufficient tactical variation or defensive pressure. These exercises rarely simulated realistic match situations in which players are required to perceive space, anticipate opponents' actions, and execute accurate passes while moving (Pradipta, 2019). As a result, many players appeared less motivated during training and experienced difficulties maintaining passing accuracy when facing pressing situations in competitive matches.

These findings are consistent with previous studies indicating that repetitive and monotonous training methods may reduce athlete motivation, engagement, and learning effectiveness (Wein, 2007). Furthermore, the absence of contextualized training limits players' opportunities to develop perceptual-cognitive skills that are essential for successful performance during competition (Williams & Hodges, 2005). Therefore, there is a growing need for training models that integrate technical execution with tactical understanding in enjoyable and progressively challenging learning environments.

Another challenge identified during the preliminary investigation is the limited availability of structured training manuals and audiovisual learning resources specifically designed for youth soccer players aged 13–15 years in West Kalimantan. Many local coaches continue to adapt training models originally developed for senior players without adequately considering differences in physical maturation, cognitive development, technical proficiency, and psychological readiness among adolescent athletes. Such practices may reduce training effectiveness because youth players require age-appropriate exercises that gradually increase in complexity and workload according to their developmental characteristics (Balyi et al., 2013).

The concept of progressive overload in youth training emphasizes that learning activities should be systematically organized from simple to complex while maintaining appropriate levels of challenge and enjoyment (Wein, 2007). Additionally, contemporary coaching philosophy advocates the use of player-centered learning approaches that encourage creativity, problem-

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solving, and active participation instead of repetitive technical instruction (Ford et al., 2010). These principles support the development of adaptable players capable of making effective decisions under constantly changing game conditions.

Considering the strategic role of passing in modern soccer, the developmental characteristics of players aged 13–15 years, and the practical limitations identified at Persepa Muda Football Club, the development of an innovative passing training model is both necessary and relevant. Such a model should incorporate varied, enjoyable, game-based, and progressively challenging activities that align with the psychophysical characteristics of adolescent players. Furthermore, the training model is expected to provide coaches with a practical, systematic, and scientifically grounded resource that can improve passing accuracy, decision-making ability, and overall match performance among youth soccer players.

Previous studies on soccer passing training have primarily focused on improving technical execution through repetitive drills or small-sided games without systematically integrating age-specific developmental characteristics into the training design (Wein, 2007; Ford et al., 2010). Although several studies have demonstrated that game-based training enhances technical performance and decision-making, most existing models are intended for general youth players or elite athletes and provide limited guidance for coaches working with players aged 13–15 years, who are undergoing rapid physical, cognitive, and psychological development (Balyi et al., 2013; Davids, Button, & Bennett, 2008).

The first novelty of this study lies in the development of an age-specific passing training model that is explicitly designed for soccer players aged 13–15 years. Unlike conventional passing drills that emphasize isolated technical repetition, the proposed model integrates the developmental characteristics of adolescents by considering motor coordination, cognitive readiness, tactical understanding, and motivational factors. This approach aligns with the Long-Term Athlete Development (LTAD) framework, which recommends that training content should correspond to athletes' developmental stages rather than merely their chronological age (Balyi et al., 2013).

The second novelty is the implementation of a progressive game-based passing training system. The exercises are systematically organized from simple technical passing activities to increasingly complex representative game situations involving movement, spatial awareness, defensive pressure, communication, and rapid decision-making. This design is grounded in the principles of Representative Learning Design (RLD) and the Constraints-Led Approach, which argue that skill acquisition is more effective when practice environments replicate the informational and

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tactical demands encountered during actual competition (Davids et al., 2008; Pinder et al., 2011). Consequently, players develop not only passing accuracy but also perception-action coupling and tactical adaptability.

A third innovation of this research is the integration of technical, tactical, cognitive, and psychological components within a single passing training model. Traditional passing exercises frequently assess technical execution independently from tactical behavior; however, modern soccer requires players to make accurate technical decisions while processing dynamic environmental information under time pressure (Williams & Hodges, 2005). Therefore, the proposed model combines passing execution with scanning behavior, decision-making, support movement, communication, and opponent pressure to simulate realistic match conditions.

Another significant novelty is the development of validated training products consisting of a structured coaching manual and audiovisual learning materials. Existing studies generally report the effectiveness of specific drills but rarely provide standardized products that can be directly implemented by grassroots coaches. By incorporating expert validation, field trials, and systematic revisions through a Research and Development (R&D) approach, this study produces a practical and scientifically validated training model that enhances implementation consistency across youth soccer academies.

Furthermore, this study contributes contextually by addressing the limited availability of structured youth-specific passing training resources in Indonesian football, particularly in West Kalimantan. Most local coaches continue to adapt adult-oriented training methods without sufficient modification for adolescent athletes. The proposed model therefore bridges the gap between scientific evidence and coaching practice by providing training activities that are developmentally appropriate, enjoyable, progressive, and feasible within local coaching environments.

Overall, the originality of this research lies not merely in creating new passing drills but in developing a comprehensive, age-specific, game-based, and scientifically validated passing training model that integrates technical performance, tactical understanding, cognitive decision-making, and practical coaching resources into one structured development program. This integrated approach distinguishes the present study from previous research and offers a meaningful contribution to youth soccer coaching and player development. Based on this background, the present development study focuses on designing a training product consisting of a guidebook and an instructional visualization video entitled **"Passing Training Model for Soccer Players Aged 13–15 Years"** using the **Research and Development (R&D)** approach. The

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significance of this study lies in providing soccer coaches with an alternative training resource to improve the quality of technical training sessions, which is expected to simultaneously enhance the collective performance of youth soccer teams.

RESEARCH MTHODOLOGY

1. Research Design

This study employed a Research and Development (R&D) approach using the ADDIE instructional design model, which consists of five main phases: Analysis, Design, Development, Implementation, and Evaluation (Branch, 2009). The ADDIE model was selected because of its systematic framework, allowing each stage to incorporate continuous evaluation and revision to improve the quality and effectiveness of the developed product. Through this iterative process, the resulting passing training model is expected to be valid, practical, and effective for use with youth soccer players aged 13–15 years. The stages of the ADDIE model implemented in this study are as follows: Analysis → Design → Development → Implementation → Evaluation

2. Research Participants

The participants in this study were divided into two groups according to the stages of product testing:

a. Small-Scale Trial: 10 youth soccer players.
b. Large-Scale Trial (Implementation): 25 youth soccer players aged 13–15 years from Persepa Muda Football Club.

The participants were selected because they met the characteristics of the target population for whom the passing training model was developed.

3. Data Collection Instruments

Data were collected using the following instruments:

a. Expert Validation Questionnaire

An expert validation questionnaire employing a **five-point Likert scale (1–5)** was used to assess the validity and feasibility of the developed passing training model. The evaluation involved:

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- Content experts (soccer coaching experts and sports academics), who assessed the appropriateness of the training materials, learning objectives, exercise progression, and technical content.
- Media experts (instructional design specialists), who evaluated the presentation, instructional design, visual appearance, usability, and overall quality of the training manual and supporting media.

b. Coach Response Questionnaire

A coach response questionnaire was administered to evaluate the practicality and usability of the developed training model during field implementation. The questionnaire measured aspects such as ease of use, clarity of instructions, suitability for the target age group, and the overall feasibility of applying the model in routine training sessions.

c. Mc Donald Soccer Test

Passing performance was objectively assessed using the McDonald Soccer Test, a standardized instrument designed to measure the accuracy and speed of soccer passing. The test was administered before the intervention (pre-test) and after the implementation of the passing training model (post-test) to determine improvements in players' passing performance (McDonough, 2018).

RESULTS AND DISCUSSION

1. Analysis Phase

Based on the results of the needs analysis questionnaire administered to five youth soccer coaches from Soccer Schools (SSBs) in Pontianak, the following findings were obtained:

a. Eighty percent (80%) of the coaches reported that they still relied on conventional passing training methods, primarily involving static partner passing drills.
b. One hundred percent (100%) of the coaches indicated the need for a new training manual that provides a variety of passing exercises integrated with agility and decision-making components.

These findings indicate a clear demand for a more innovative and representative passing training model that better reflects the technical, physical, and cognitive demands of modern soccer.

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2. Design Phase

During the design phase, the researchers developed an initial blueprint consisting of 10 passing training models. Each training model was designed as an integrated tactical circuit that combines technical passing skills with movement and decision-making elements. Each model includes:

- A unique exercise title;
- Specific learning objectives;
- Training organization and equipment;
- Detailed implementation procedures; and
- Modified rules designed to increase tactical complexity and player engagement.

The exercises were developed progressively to accommodate the developmental characteristics of soccer players aged 13–15 years while promoting technical proficiency under realistic game conditions.

3. Implementation Phase

Following revisions based on expert validation and the results of the small-scale trial, the developed passing training model was implemented in a large-scale field trial involving 30 youth athletes. The implementation was conducted over 14 training sessions, with a frequency of three sessions per week. During each training session, the developed passing training model was integrated into the main part of the practice for approximately 30–45 minutes. The implementation process aimed to evaluate the practicality of the training model under actual coaching conditions while observing athletes' responses and performance improvements.

4. Evaluation Phase: Effectiveness Testing

The effectiveness of the developed training model was evaluated by comparing the athletes' passing performance before and after the intervention using the McDonough Soccer Test.

Table 1. Pre-test and Post-test Results of Passing Ability

Variable	Mean	Standard Deviation	t-value	Sig. (2-tailed)
Pre-test	11.43	1.85	-8.45	0.000
Post-test	15.90	1.62		

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As presented in Table 1, the mean passing score increased from 11.43 in the pre-test to 15.90 in the post-test. The paired-sample t-test revealed a statistically significant difference ($t = -8.45$, $p < 0.001$), indicating that the developed passing training model significantly improved the passing performance of soccer players aged 13–15 years.These findings demonstrate the effectiveness of the developed training model in enhancing both the accuracy and execution of passing skills among youth soccer players.

DISCUSSION

The primary innovation of the developed passing training model lies in the integration of technical (passing), physical (agility), and cognitive (decision-making) components into a single, structured training framework. Unlike conventional passing exercises, which are typically characterized by repetitive, static partner passing drills, the proposed model requires players to perform passing while continuously moving to create space, repositioning themselves to provide support, and responding to varying levels of defensive pressure. This integrated design enables players to practice passing within contexts that closely resemble actual match situations, thereby promoting simultaneous improvements in technical proficiency, tactical awareness, and cognitive performance.

The significant improvement observed in the post-test scores demonstrates that combining technical execution with movement and decision-making can effectively enhance passing performance among youth soccer players aged 13–15 years. This finding supports the contemporary view that technical skills should not be trained in isolation but rather within representative environments that replicate the perceptual and tactical demands of competition. According to the Constraints-Led Approach, skill acquisition emerges through the interaction between the individual, the task, and the environment, allowing players to develop adaptable movement solutions rather than merely repeating predetermined motor patterns (Davids, Button, & Bennett, 2008). Consequently, players become more capable of executing accurate passes under time constraints and defensive pressure, which are essential characteristics of modern soccer.

The present findings are also consistent with the principles of Representative Learning Design (RLD), which emphasize that learning is optimized when practice tasks preserve the informational variables encountered during competition (Pinder et al., 2011). By requiring players to perceive teammates' movements, recognize available space, anticipate opponents' actions, and execute accurate passes while in motion, the developed training model strengthens the

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perception–action coupling that underpins successful performance in competitive soccer. Nykodým et al. (2019) similarly reported that training programs designed to simulate real-game situations significantly improve technical execution, tactical behavior, and the development of functional movement patterns among youth soccer players.

Moreover, the inclusion of agility within the passing exercises provides additional benefits beyond technical improvement. Agility is recognized as a multidimensional ability involving rapid changes of direction in response to environmental stimuli, requiring not only physical speed but also perceptual and decision-making abilities (Sheppard & Young, 2006). By integrating agility into passing drills, players are encouraged to reposition themselves efficiently after releasing the ball, maintain offensive support, and react more effectively to changing tactical situations. Such training reflects the physical and cognitive demands of modern soccer, where players rarely execute technical actions from stationary positions.

The integration of decision-making into each passing activity further distinguishes the developed model from traditional approaches. Previous research has demonstrated that expert soccer players differ from less-skilled players not only in technical ability but also in their capacity to perceive relevant environmental information, anticipate opponents' intentions, and make accurate decisions within limited time (Williams & Hodges, 2005). Therefore, embedding cognitive challenges into passing exercises enables young athletes to develop tactical intelligence alongside technical competence, improving the transfer of learning from training sessions to competitive matches.

Another important finding of this study concerns the high practicality of the developed training model. The implementation process was facilitated by instructional animation videos that visually demonstrated the objectives, organization, player movement patterns, and execution procedures for each training circuit. These audiovisual resources enabled coaches and athletes to understand the training activities more quickly and accurately, thereby minimizing organizational errors during practice sessions. Previous studies have shown that multimedia learning materials improve learners' comprehension and retention by presenting verbal explanations together with visual representations, reducing cognitive load and facilitating more efficient learning processes (Mayer, 2021).

The availability of instructional videos also increased Active Learning Time (ALT) during practice. Because coaches spent less time explaining drill organization and correcting misunderstandings, a greater proportion of each training session was devoted to active participation and skill execution. Active Learning Time has long been recognized as a critical

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determinant of motor skill acquisition, as greater engagement in meaningful practice opportunities generally leads to superior learning outcomes (Rink, 2014). Thus, the incorporation of technology-supported instructional media enhanced not only the practicality of the training model but also its instructional effectiveness.

The effectiveness of the developed model can also be interpreted from the perspective of Long-Term Athlete Development (LTAD). Players aged 13–15 years are in a developmental stage characterized by rapid improvements in neuromuscular coordination, cognitive processing, and tactical understanding, making them highly receptive to integrated technical and tactical learning experiences (Balyi, Way, & Higgs, 2013). The progressive structure of the developed training model—from simple passing combinations to complex game-like scenarios—corresponds with LTAD principles, ensuring that learning tasks remain developmentally appropriate while progressively increasing training complexity.

Compared with previous passing training models that mainly emphasize isolated technical repetition, the present model provides a more comprehensive approach by combining representative game situations, progressive overload, age-specific learning principles, and multimedia instructional support. This combination not only improves passing accuracy but also develops players' tactical awareness, spatial perception, communication, and decision-making abilities, all of which are fundamental competencies required in contemporary soccer. Consequently, the developed model offers both theoretical and practical contributions to youth soccer coaching by providing an evidence-based, validated, and easily implementable training resource for coaches working with players aged 13–15 years.

CONCLUSION AND RECOMENDATIONS

1. Conclusion

This Research and Development (R&D) study resulted in the development of a **Passing Training Model for Soccer Players Aged 13–15 Years**, presented in the form of a **printed coaching manual** accompanied by **interactive instructional demonstration videos**. Based on the evaluations conducted by both **content experts and instructional media experts**, the developed training model was classified as **"Highly Feasible"** for implementation in youth soccer training programs.

The findings from the field implementation further demonstrated that the developed passing training model effectively and significantly improved the **passing accuracy and overall passing performance** of soccer players aged 13–15 years from **Persepa Muda Football Club**,

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located in Piantus Village, Sejangkung District, Sambas Regency. The significant improvement observed between the pre-test and post-test results confirms that the integration of technical, physical, and cognitive training components within representative game-based exercises provides an effective approach for enhancing passing skills among adolescent soccer players.

Overall, the developed model offers an evidence-based, practical, and age-appropriate training resource that can support youth soccer coaches in designing more engaging, systematic, and effective passing training sessions.

2. Recommendations

a. For Soccer Coaches

Coaches are encouraged to implement the developed passing training model consistently within their regular training programs and to adapt the exercises creatively according to the available facilities, player characteristics, and specific training objectives. The integration of technical, tactical, physical, and cognitive components is expected to improve both the effectiveness of training sessions and players' overall performance.

b. For Soccer Schools and Club Administrators

Soccer schools and club administrators should support coaches' professional development by providing access to updated, evidence-based coaching resources and sport science-based training materials. The adoption of scientifically validated training models may contribute to improving the quality and consistency of youth player development programs.

c. For Future Researchers

Future studies are recommended to examine the effectiveness of the developed passing training model using a more rigorous experimental design involving a control group and a larger sample size. Further research may also investigate additional outcome variables, such as long-term skill retention, tactical decision-making during full-sided matches, game performance indicators, or the effects of the model on other technical and physical components of soccer performance.

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