

INTEGRATION OF LIFE SKILLS IN FUTSAL TRAINING

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Abstract

This study developed a futsal training model based on life skills in extracurricular activities at SMP Negeri 1 Kramatmulya using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The main focus of the development includes emotional control, problem solving, leadership, and respect. The study population consisted of 40 students, all of whom were sampled. Data were collected through observation, interviews, and model validation by subject matter experts and practitioners. The observation results showed that students' life skills were in the sufficient category, with leadership and respect at a better level. The model validation obtained a feasibility score above 80%, indicating that the model was ready for implementation. The integration of life skills in futsal training has been proven to positively contribute to the development of students' character and social-emotional skills. However, aspects of emotional control and problem solving remain major challenges that require further attention. The ADDIE model has proven effective as a framework for developing systematic and needs-based training programs for students.

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INTRODUCTION

Sport is a physical and spiritual activity that is inseparable from modern life, one of which is futsal. An indoor soccer game that originated in Uruguay in 1930 (Raibowo *et al.* , 2021) . Futsal developed rapidly in Brazil and became the forerunner to the skills of legendary soccer players like Pelé. Today, futsal is regulated by FIFA and played worldwide, including in Indonesia, which has shown significant progress since its introduction in 1998 (Sutiana *et al.* , 2020) .

In Indonesia, futsal has become a popular alternative sport due to limited soccer fields. Its growth is marked by the rise of competitions at the school, university, and professional levels (the Indonesian Futsal League). However, exposure and coaching by the Indonesian Football Association (PSSI) remains minimal, despite the national team's continued improvement in performance. for example, Asia's ranking of 13th in 2004 after previously being outside the top 20 (Sutiana *et al.* , 2020) . Futsal has also been adopted in school extracurricular activities, encouraging students' physical and mental development through dynamic games that require speed, accuracy, and teamwork (Pristiansyah *et al.* , 2022) .

Futsal not only trains technical skills (passing, dribbling, shooting), but also promotes life skills. The concept of *life skills* includes critical thinking, communication, cooperation, and emotional management, which is in line with the demands of the futsal game (Nursafitri *et al.* , 2024) . Research (Budiman *et al.* , 2023) shows that physical education and extracurricular sports, including futsal, contribute to the development of students' *life skills* through the habituation of discipline, strategy, and adaptation in the dynamics of the game.

Futsal extracurricular activities are an ideal platform for exploring students' potential outside the academic curriculum. (Arifudin, 2022) . This activity encourages students to internalize values such as leadership, responsibility, and sportsmanship (Shilviana & Hamami, 2020) . However, few studies

have examined the role of futsal in developing *life skills*, especially among students. However, the combination of game intensity, social interaction, and technical challenges in futsal can be an effective medium for developing life skills (Syahrial *et al.* , 2020) .

Based on this gap, this study aims to analyze the extent to which futsal extracurricular activities influence students' *life skills developmen*, focusing on cognitive, social, and emotional aspects. These findings are expected to provide a basis for schools and sports coaches to optimize futsal programs as a means of character education.

RESEARCH METHODS

This research is a research and development (*Research and Development*) that aims to produce a product in the form of a futsal training model based on the integration of life skills *in* extracurricular activities at SMP Negeri 1 Kramatmulya. The development model used in this study adapts and modifies the ADDIE approach, which stands for *Analysis, Design, Development, Implementation, and Evaluation*. The ADDIE model was chosen because it provides a systematic and comprehensive framework in designing, developing, and evaluating an educational or training product. Adjustments to this model are made based on the needs and context of the field to make it more applicable in developing a futsal training program that integrates elements of emotional control, problem solving, leadership, and mutual respect.

The first stage, *Analysis*, focused on identifying student needs, particularly regarding futsal skills and life skills that needed improvement. This analysis included mapping students' initial skill levels, student characteristics, and factors influencing training success. Data for this stage was obtained through field observations and interviews with futsal coaches to gain a deeper understanding of the actual conditions and challenges faced in implementing extracurricular activities.

The second stage, *Design*, is the process of structuring the training program, encompassing the curriculum, training

methods, learning strategies, and evaluation tools. *Life skills* are systematically integrated into the physical, technical, tactical, and mental training components. The design is then further developed in the *Development stage*, which involves developing training modules, learning media, and evaluation instruments. Product validation is conducted by subject matter experts and futsal practitioners to ensure the appropriateness of the content and the integration of the model's components.

The fourth stage, *Implementation*, is the process of directly implementing the program in the field, involving students as training subjects. Implementation is carried out over several training sessions using a participatory and collaborative approach. Student responses to the program are intensively observed, particularly regarding the application of life skills in the context of futsal. Next, the *Evaluation stage* is carried out in two forms: a formative evaluation conducted during the implementation process to make immediate improvements if deficiencies are found, and a summative evaluation conducted at the end of the program to assess overall achievement of results. The evaluation results are used to refine the training model for wider and more sustainable implementation.

The population in this study was all 40 students of SMP Negeri 1 Kramatmulya, and the entire population was used as the research sample. This selection was based on a saturated sampling technique, considering the relatively small population and could be fully reached. According to Sugiyono (2020), a population is a generalized area consisting of objects or subjects with certain characteristics determined by the researcher to be studied and conclusions drawn, while a sample is a subset of the population that represents its characteristics.

The data collection techniques used in this study included observation, interviews, documentation, and questionnaires. Observations were conducted using a checklist observation sheet based on *life skills indicators* covering emotional control, problem solving,

leadership, and *respect*. The assessment scale used was a 1–5 scale, supplemented with additional notes to record specific behaviors. Structured interviews were conducted with futsal coaches to obtain in-depth information regarding the need for *life skills development* in futsal training. Documentation techniques were used to obtain secondary data in the form of activity reports, archives, and other documents relevant to the implementation of futsal extracurricular activities. A questionnaire instrument was used to measure students' perceptions of *life skills integration*, particularly the *respect indicator*, using a Likert scale of 1–5 that reflects the level of respondent agreement with the statements presented.

To ensure the validity of the instrument, the questionnaire was validated by two subject matter/theory experts and two practitioners with competencies in futsal training and character education. Validation was conducted to ensure that the items in the questionnaire were able to measure the indicators accurately and relevantly. The data obtained from this study were analyzed using two approaches: qualitative analysis and quantitative analysis. Qualitative analysis was conducted on interview data, suggestions, and comments from experts and practitioners, which were analyzed descriptively to generate recommendations for model improvements. Meanwhile, quantitative analysis was conducted on the questionnaire and evaluation data using descriptive statistics, such as mean, percentage, and standard deviation.

To determine the level of model feasibility, the feasibility percentage formula is used with the formula:

$$P = \left(\frac{X}{X_{maks} \times N} \right) \times 100\%$$

with P as the percentage of eligibility, X is the sum of scores obtained from all validators, X_{maks} is the maximum score for one item or one validator. And N is the number of statement items or validators. Interpretation of feasibility based on percentage is classified into five

categories: very feasible (90 %–100%), feasible (70 %–89 %), quite feasible (50 % – 69 %), not feasible (30 % –49 %), and very not feasible (0%–29 %).

FINDINGS AND DISCUSSION

Findings

This study aims to develop a futsal training model integrated with life skills *using* the ADDIE (*Analysis, Design, Development, Implementation, Evaluation*) development model with four main focuses: emotional control, problem solving, leadership, and *respect*. Research findings were obtained through interviews, observations, and model validation by experts and practitioners.

Observation done direct by researchers during the futsal training process for evaluate ability student *life skills* on four indicator main: control emotions, solving problems, leadership, and *respect*.

Table 1 1 Results Observation Student *Life Skills*

Indicator <i>Life skills</i>	Average Score	Category
Control Emotion	3.0	Enough
Solution Problem	3.0	Enough
Leadership	3.5	Good
<i>Respect</i>	3.5	Good
Total Average	3.35	Enough

Results observation show that ability student *life skills* is at on category enough. Leadership And *respect* tend more good compared to indicator others, however all over aspect Still need coaching more carry on through an integrated training model.

developed model Then validated by two expert material and two practitioners. Results validation served on table following:

Table 1 2 Results Test Expert Validation of Material

Indicator	Presentation	Category
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Quality Objective and Contents	85%	Worthy
Quality Exercise	83%	Worthy
Exercise Model <i>Design</i>	88%	Worthy
Average	85%	Worthy

Table 1 3 Results Test Expert Practitioner Validation

Indicator	Presentation	Category
Quality Objective and Contents	88%	Worthy
Quality Exercise	85%	Worthy
Exercise Model <i>Design</i>	88%	Worthy
Average	87%	Worthy

Validation results The validation results showed that the training model was deemed feasible by both subject matter experts (85%) and practitioner experts (87%). All indicators scored above 80%, indicating that the model met the eligibility criteria in terms of content, training quality, and *design*, and is therefore ready for use in the implementation phase of further research.

Discussion

Futsal training at SMP Negeri 1 Kramatmulya serves not only as a platform for improving technical skills but also as an important tool in developing students' life skills . Findings indicate that emotional control is a major challenge faced by students in the dynamic and stressful context of futsal. This is consistent with a study by (Ozgu r *et al .*, 2023). This emphasizes the importance of coaches with high pedagogical competence in helping athletes regulate their emotions through a

systematic approach. Furthermore, a structured sports education model has also been shown to improve students' social-emotional skills (Trissetianto, 2024), supporting findings from Gould *et al.*, 2022. that emotional experiences combined with coach-guided reflection can develop the emotional, leadership, and social relational capacities of young athletes.

In addition to emotional control, problem-solving skills also need further development. Students' lack of habituation to improvisation and initiative demonstrates the need for a learning approach that better stimulates critical and collaborative thinking. (Nurhidayat & Hadiana, 2024) and (Mohammad Zaenudin, Firman Adityatama, 2025) provides empirical evidence that problem-based learning methods and contextual exercise variations such as *Small Sided Games* can improve students' technical abilities as well as critical thinking skills in real game situations.

In terms of leadership, findings indicate that despite role rotation efforts, students remain predominantly passive and lack the confidence to take initiative. This underscores the importance of gradual and continuous leadership development in a sporting context. (Riera *et al.*, 2024), as well as support for project-based learning methods that can increase team creativity and responsibility (Hadiana *et al.*, 2025).

The aspect of *respect*, or mutual appreciation, also stands out as a fundamental value in sportsmanship. Student behavior that fails to fully demonstrate respect for coaches, referees, and teammates indicates the need for more systematic intervention. This finding aligns with research findings (Patulmillah Api, 2025). which emphasizes the importance of physical education as a medium for forming disciplined and responsible character, with explicit strategies such

as discussion and role-play which are effective in instilling these values. (Cronin *et al.*, 2022).

Overall, the integration of *life skills* into futsal training at this school has shown positive progress, although it still faces various challenges. The ADDIE model, used as a development framework, has proven relevant for designing and implementing systematic, needs-based training programs. This approach accommodates the psychological, social, and pedagogical aspects of students, as suggested by (Sri Sumarni, Achmad Dardiri, 2015). And (Amelia *et al.*, 2023), so that training not only hones technical skills, but also shapes students' character and positive life attitudes.

Model validation by subject matter experts and practitioners demonstrated a high level of feasibility, indicating that this training design can be effectively adapted in the field. This aligns with the principles of needs-based model development and expert validation (Festiwawan *et al.*, 2019). as well as the central role of trainers in instilling *life skills* through contextual training methods and involving students' active and flexible activities (Lenzen & Buyck, 2023).

Thus, this study reinforces the importance of developing sports training that not only focuses on technical aspects, but also explicitly integrates life skills values, in order to produce young athletes. who are technically competent as well as emotionally, socially and character-wise mature.

CONCLUSION

This research This research successfully developed a futsal training model based on life skills using the ADDIE development model which includes aspects of emotional control, problem solving, leadership, and *respect*. *The observation results showed that students' life skills* abilities were in the sufficient category with aspects of leadership and *respect* tending

to be better than other aspects. Model validation by material experts and practitioners showed a high level of feasibility (above 80%), indicating that this training model is ready for implementation.

The integration of *life skills* into futsal training positively contributes to the development of students' character and social-emotional skills, although challenges remain, particularly in emotional control and problem-solving. The systematic approach developed through the ADDIE model has proven relevant and effective in holistically accommodating students' needs and supporting the development of young athletes who are not only technically competent but also emotionally and socially mature.

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