



Analysis of Students' Social Skills in Futsal Learning at High School Level

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Abstract

Social skills are an important aspect that must be developed in students, as they support interaction, cooperation, and adaption in the school environment. However, not all students demonstrate optimal social skills, especially in activities that require teamwork and communication. Therefore, interactive learning approaches are needed, one of which is physical education through futsal. This study aims to analyze the tendency of students' social skills in futsal learning at Senior High School 4 Tasikmalaya. It uses a quantitative approach with a descriptive trend analysis method without treatment. The subjects were 94 students from classes X, XI, and XII. Data were collected using a validated and reliable questionnaire covering cooperation, communication, sportsmanship, responsibility, discipline, and empathy. Data analysis used descriptive statistics with percentage techniques. The results show that student social skills are generally in the very good category, with percentages of 97% for class X, 94% for class XI, and 95% for class XII. These findings indicate that futsal learning plays a role in supporting the development of students' social skills and can be used as an effective learning medium in schools.

How to Cite

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INTRODUCTION

Education is a planned and systematic process to help humans develop their full potential, both intellectually, emotionally, socially, and morally. More broadly, education plays a vital role in shaping a nation's civilization and progress.(Rifka Alkhilyatul Ma'rifat, I Made Suraharta, 2024)Countries with good quality education usually have superior human resources and are able to compete globally.(Sinaga et al., 2026).

Education is not limited to learning activities at school, but encompasses all forms of experience, interaction, and learning that occur throughout life. According to Marfu'ah(2022), education has the main goal of forming individuals who are knowledgeable, have character, and are able to adapt to developments in the times.

In addition to producing high-quality human resources, education also fosters social cohesion and mutual respect. Through educational activities, students are encouraged to develop healthy habits, protect the environment, and lead meaningful lives. Ultimately, education forms the foundation of a cultured, civilized, and ethical society.(Fan, 2025)Therefore, education is a very important process that helps humans become independent, moral, and useful to their environment.

In various life activities, an individual's ability to complete tasks well is an important factor in determining the success of a job. (Silalahi et al., 2025). It's not enough to simply possess knowledge; one must also be able to apply that knowledge effectively in the form of appropriate actions. Therefore, skills play a crucial role in supporting the effectiveness and quality of individual performance.(Nora Paraswati & Laily, 2018)Skills are a person's ability to perform a task or activity effectively, efficiently, and appropriately. These techniques encompass various aspects, including physical, mental, technical, and social abilities. Skills do not emerge suddenly, but develop through repeated practice, experience, and learning. (Silalahi et al., 2025). As the number of people working increases, their ability to complete a task also increases, resulting in faster, more accurate, and higher-quality results.

According to Sudaryanti et al(2024)In general, skills can be divided into several types. First, motor skills refer to the ability to perform bodily functions, such as running, kicking a ball, dancing, or using tools. These skills are heavily influenced by coordination, strength,

and agility. Cognitive skills refer to the ability to analyze, understand concepts, identify problems, formulate hypotheses, and engage in critical thinking. These skills are closely related to a person's understanding and reasoning abilities. Third, social skills, namely the ability to interact effectively with others, such as communication, cooperation, empathy, and leadership skills. (Social et al., 2024).

In the world of education, skills are one of the primary goals of learning because they determine how students can apply the knowledge they acquire. In addition to teaching theory, schools also develop practical skills that are useful in everyday life.(Mas' odi, 2024). As in futsal sports class, students learn motor skills, cooperation, communication, sportsmanship, responsibility, discipline, and empathy.

In the context of school learning, futsal activities not only function as a means of developing technical skills and physical fitness, but also as a vehicle for forming social attitudes and behavior.(Social et al., 2024)During the futsal learning process, students are exposed to various social situations, such as working together to achieve team goals, resolving conflicts that arise during the game, appreciating differences in ability between players, and accepting decisions made by referees or teachers. This process indirectly trains students' abilities to manage emotions, develop empathy, and take responsibility for their group.

However, based on initial observations, students still demonstrated social skills that were not yet optimally developed, such as a lack of effective communication within the team, low levels of mutual respect, and the emergence of interpersonal conflicts during futsal games. This situation indicates that student involvement in futsal activities does not automatically result in improved social skills. Therefore, a more in-depth analysis of the futsal learning process and its contribution to the development of students' social skills is needed.

Analyzing the development of social skills through futsal learning activities is important for identifying the forms of social interactions that occur during the learning process, the social values that develop, and the role of teachers in directing learning to align with character development goals. Through this analysis, it is hoped that an empirical picture can be obtained regarding how futsal activities can be optimally utilized as a medium for social learning in schools.

Research by Azka et al(2025)explained that futsal learning can develop students' social skills at the high school level. The method used

was a quasi-experimental one-group pretest-posttest design. The results showed a significant increase in students' social skills scores after futsal learning, indicating that futsal learning is effective in honing social skills such as cooperation, communication, and group participation.

Research by Bahtiar et al(2023)suggests that the influence of futsal learning on the development of students' life skills at the junior high school level. This study uses a quantitative approach with a quasi-experimental method through a nonequivalent control group design. The results of the study show that there is a significant increase in the life skills of students who participate in life skills-based futsal learning, so it can be concluded that futsal is an effective medium in developing students' life skills as a whole.

Although various previous studies have shown that futsal learning has a positive role in developing students' social and life skills, there are still research gaps that need further study. Research by Azka et al.(2025)using a quantitative approach with an experimental method to test the effect of futsal learning on improving social skills and life skills. The results of this study confirm that futsal is effective in improving aspects of cooperation, communication, and social interaction of students. The novelty of this research lies in the use of a descriptive trend analysis method to describe the actual condition of student social skills without treatment,as well as the inclusion of subjects from three different grade levels(X,XI,XII) to provide a more comprehensive comparison of social skill tendencies in the context of futsal learning . Thus, the purpose of this study is to analyze the tendency of students' social skills through learning futsal activities and provide an empirical picture of how this learning contributes to the formation of students' social skills in the school environment.

METHOD

This research method uses a quantitative approach with a descriptive method of trend analysis without treatment. According to Baharuddin et al.(2025)The descriptive method is a research method that aims to describe a phenomenon that occurs systematically, factually, and accurately based on data obtained in the field. The trend analysis type in this study was used to determine the direction or pattern of students' social skills in futsal learning activities, whether they were in

the high, medium, or low category.(Purnama et al., 2025)This research was conducted without treatment, meaning that the researcher did not provide any intervention or special treatment to the research subjects, but only observed and measured the condition of students' social skills as they existed during the futsal learning process.

This research was conducted at Senior high school 4 Tasikmalaya City, with the sample size determined using the Slovin formula with a margin of error of 10%.

$$n=N/(1+N(e)^2)$$

Thus, the number of research samples was 94 students,56 male and 38 female with an average age of 16-17 years.The research samples were taken from students who participated in futsal learning in class: X 29 students, XI 28 students, XII 37 students, Class selection was done purposively by considering the implementation of futsal learning in that class.

The instruments used were distributed questionnaires and observation sheets using a Likert scale of 1-4. The data analysis technique used in this study Descriptive analysis was used to provide a general overview of the research data. The data obtained from the results of filling out the questionnaire will be processed to obtain the average value (mean), standard deviation (standard deviation), frequency, and percentage as well as analysis for each indicator,namely cooperation,communication,sports

The percentage test technique is used to determine students' social skills in futsal learning activities based on scores obtained from observations or questionnaires. This analysis aims to describe students' social skills in percentage form for easy interpretation. The percentage calculation is performed using the following formula:

$$p.f/N \times 100\%$$

Information:

P = Percentage

F= Total score obtained

N= Maximum score

The maximum score is obtained from:

Number of indicators X Highest scale. In this study, the scale used was the Likert scale 1–4, namely; 4 (Very Good), 3 (Good), 2 (Enough), 1 (Less). All instruments used were tested for validity and reliability using Cronchbach's Alpha, > 0.70 using SPSS.

RESULTS AND DISCUSSION

This study involved 94 students from three grade levels, namely class X (29 students), class XI (28 students), and class XII (37 students) at senior high school 4 tasikmalaya. The instrument used in this study consisted of 25 questionnaire items that had been tested for validity and reliability. The results showed that all items were valid and reliable, so they were suitable for measuring students' social skills.

The results of the study are presented in a simplified form based on four main aspects of social skills, as shown in **Table 1**.

Table 1. Student's Social Skills Based on Main Aspects

Class	Social Inter-action (%)	Respon-sibility (%)	Disci-pline (%)	So-cial Atti-tude (%)	Cate-gory
X	90.63	100	100	100	Very Good
XI	93.75	100	93.75	91.25	Very Good
XII	93.75	93.75	100	94.37	Very Good

Based on **Table 1**, students' social skills in futsal learning activities across all grade levels are generally in the very good category. Class X shows high scores in responsibility, discipline, and social attitude. Class XI demonstrates slightly lower scores with greater variation compared to other classes. Meanwhile, class XII shows stable and high scores across all aspects. Among the aspects, discipline tends to have the highest values in all classes, indicating that students are able to follow rules and carry out their roles effectively during the learning process. In contrast, social interaction and social attitude, although still in the very good category, show slight variation, particularly in class XI. This suggests that students' social skills develop differently depending on their grade level and developmental stage.

This finding indicates that futsal learning plays an important role in facilitating the development of students' social skills during the learning process.

If reviewed from the results of the trend analysis, it was found that most students were in the very good category, especially in grades X and XII, while grade XI was in the good category with higher variations. This condition can occur due to differences in the level of psychological and social development of students at each grade level. Grade X students who are still in the adaptation phase tend to show high enthusiasm in

interacting and working together in groups. Meanwhile, in grade XI, higher variations in social skills are thought to be caused by the dynamics of adolescent development who are in the phase of searching for identity, thus affecting the consistency of their social behavior. As for grade XII, social skills that have increased and stabilized again indicate better social maturity as a result of learning experiences and social interactions that have been passed before.

Conceptually, these results can be explained through the characteristics of futsal learning which is cooperative and interactive in the game process, students are required to work together in teams, communicate effectively, and make decisions quickly in game situations (Hidayat et al., 2024). This condition indirectly trains students' social skills such as cooperation, responsibility and empathy. In other words, social skills develop as a result of students' active involvement in contextual and meaningful learning situations (Desanti & Juliantine, 2023).

Although **Table 1** presents four main aspects of social skills, the measurement was operationally developed into six more specific indicators, namely communication, cooperation, sportsmanship, responsibility, discipline, and empathy. These indicators represent a more detailed breakdown of the broader aspects, allowing a deeper understanding of students' social skills in futsal learning.

The analysis result shows that each social skill indicator is not only in the very good category, but also clearly reflected through the student responses to each questionnaire item used. In the communication indicator, student skills are seen from several items that measure the ability to convey information, respond to peers, and coordinate in a team. Students demonstrate good ability in calling peers when needing a pass, giving instructions during the game, and maintaining active communication in determining strategy. On the cooperation indicator, the questionnaire items indicate that students are able to work effectively in teams, help each other, and contribute to achieving common goals during futsal activities. This is reflected in students' ability to coordinate positions on the field, provide passing support to teammates, share roles during attacking and defending situations, and prioritize team play over individual performance. Students also demonstrate cooperation by assisting teammates who are in difficulty and maintaining team coordination throughout the game. This is reflected in students' behaviors of being willing to share roles, provide feedback to teammates, and not play indi-

vidually. Student also show a willingness to support peers who experience difficulties during the game. These finding indicate that futsal activities directly train student collaborative skills. In the sportsmanship indicator, the questionnaire result show that students have a good attitude in accepting the result of the game, both victories and defeats, student do not show cheating behavior, are able to respect opponents, and accept the decisions of referees or teachers with a positive attitude. On the responsibility indicator, the questionnaire items show that student are able to carry out the given roles properly, follow the applicable rules, and complete task during the learning process. student demonstrate seriousness in participants in activities, do not leave the game without reason, and continue to actively participate until the activity is completed. In the discipline indicator students skills are seen from their adherence to game rules and teacher instructions. student arrive on time, follow the established rules, and do not commit any violations during the game. on the empathy indicator, the survey result show that student are caring toward their teammates. This is evident from behaviors such as helping friend who fall, providing support to teammates who make mistakes, and not mocking or belittling the abilities other friends. This demonstrates that futsal activities not only develop motor skills but also provide a space for students to directly practice social values. (Zihan Maharani et al., 2025). The process of interaction with in a team, adherence to the rules of the game, and acceptance of victory and defeat are factors that contribute to the formation of positive social behavior.

This finding is in line with the research of Ouaddou & Kanbaa (2025) states that learning Physical Education, especially through team games such as futsal, has a positive contribution to the development of life skills and social skills. Previous research shows that team sports activities can improve students' cooperation, communication, and emotional control skills because they involve intense and continuous social interaction. Thus, the results of this study strengthen previous findings that physical activity-based learning has educational value that is not only limited to physical aspects, but also social and emotional aspects.

Furthermore, this research was conducted without any special treatment, so the results obtained reflect the natural conditions of student social skills during learning process. this indicates that futsal learning, which is routinely implemented in schools, has been able to provide sufficient stimulus in developing student social skills. In other word, even without additional interven-

tion, an interactive and collaborative learning environment such as futsal has functioned as an effective medium for social learning (Indarwati & Islam, 2025).

However, this study has several limitations. First the research was conducted using a descriptive approach without treatment, so it only describes existing conditions and does not measure changes or improvements in students social skill over time. Second the data were collected using questionnaires, which rely on student self-perception and may lead to subjective bias. Third, the study was limited to one school, so the findings may not fully represent students social skills in different educational contexts.

In addition, although the overall results show a very good category, variations were found across grade levels, particularly in class XI, which showed a wider range of social skill levels compared to other classes. This indicates that not all student demonstrate the same level of social development, and some aspects of social skills may still need further improvement. this finding suggests that the development of social skills is influenced by student developmental stages and individual differences.

Based on these finding, it is recommended that to optimize futsal learning by designing more structured and reflective activities that explicitly target the development of social skills. future research is also suggested to use experimental method or mixed approaches to examine changes in students social skills more comprehensively. In addition, expanding the research sample across different schools and regions may provide a broader understanding of the role of futsal learning in developing students social skills.

CONCLUSION

This study concludes that futsal learning serves as an effective context for fostering student social skills at the senior high school level. Through interactive, team-based activities, students are consistently engaged in situations that require communication, cooperation, responsibility, discipline, sportsmanship, and empathy, allowing these skills to develop through direct experience rather than instruction alone. the finding indicate that student social skills tend to develop positively across grade levels, with differences in patterns reflecting stages of social and emotional development. student in lower grades demonstrate strong engagement and adaptability in social interactions, while students in higher grades show more stable and mature social behavior. this pattern suggests that continuous participant in futsal learning con-

ributes to the gradual strengthening of students social competencies. The novelty of this study lies in its focus on describing the actual condition of students social skills using a descriptive trend analysis approach without treatment as well as involving multiple grade levels to provide a more comprehensive picture of social skill tendencies in the context of everyday learning. This approach provides empirical evidence that regular futsal learning activities can function as a natural and meaningful medium for social development.

This shows that futsal learning can support the development of students' social skills as a whole. Futsal learning as part of physical education makes a positive contribution to the development of students' social skills. Through team game activities, students learn to communicate, cooperate, respect friends, obey the rules of the game, and demonstrate sportsmanship in competitive situations. Futsal activities not only improve students' physical skills but also help shape positive social character traits such as responsibility, empathy, discipline, and sportsmanship, which are important in everyday life. This study was conducted without providing special treatment (without treatment), so the results obtained reflect the condition of students' social skills naturally. Thus, it can be concluded that direct futsal learning has a positive contribution to developing students' social skills.

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