



The Influence of Futsal on the Development of Life Skills of Students at Public Junior High School 1 Parongpong

Dhea Yolanda Azalia^{1✉}, Helmy Firmansyah², Tite Juliantine³

Study Program of Physical Education, Health and Recreation, Faculty of Sports and Health Education, Indonesian University of Education, Indonesia¹²³

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Abstract

This study aims to analyze the effect of futsal learning on the development of students' life skills at public junior high school 1 Parongpong. The approach used is quantitative with a quasi-experimental method and nonequivalent control group design. The research sample consisted of two groups, namely the experimental group that received futsal learning based on life skills and the control group that followed conventional futsal learning. The research instrument used a validated and reliable life skills questionnaire. The results of data analysis using paired sample t-test and independent sample t-test showed that there was a significant increase in life skills in the experimental group compared to the control group. These findings indicate that futsal learning that integrates life skills values such as cooperation, communication, leadership, and decision making, can provide a positive contribution to students' personal and social development. Thus, futsal can be utilized strategically as a learning medium that not only emphasizes physical aspects, but also strengthens students' character and life skills.

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✉ Correspondence address :
E-mail: dheayolanda@upi.edu

INTRODUCTION

Education is a fundamental component that forms the quality of human resources which in turn influences the growth of national development (Hermiati, 2010). To achieve the expected educational goals, it is necessary to implement educational activities that are well organized and managed by the government, schools, and teachers.

Law No. 20 of 2003 concerning the National Education System states that national education aims to develop students' potential to become human beings who believe in and are devoted to God Almighty, have noble morals, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens (Ministry of National Education, 2003).

Many people and education practitioners often judge the success of learning primarily based on test scores. Although this view is not entirely wrong, it only covers one aspect. If success is only measured from the cognitive aspect, then learning tends to ignore the affective and psychomotor aspects. Since September 2001, learning objectives have moved towards mastering basic competencies that lead to important life skills in community life (Supriatna, 2007). UNESCO has established four pillars of education which, if implemented effectively at all levels of education, can equip students with the skills needed to adapt in society (Mustadi, 2020). Through UNESCO, the United Nations introduced these pillars which include: (1) learning to know, (2) learning to do, (3) learning to be, and (4) learning to live together. These four pillars work synergistically to shape and develop educational mindsets in Indonesia (Laksana, 2019).

Looking at the substance of the four pillars of UNESCO, these pillars are very relevant as a basis for implementing learning at all levels of education. They can be a means to achieve national education goals, namely to form good and responsible citizens in accordance with (Ministry of National Education, 2003).

In the era of globalization marked by the rapid development of technology and information, life's challenges are increasingly complex and diverse. Students are not only required to master academic knowledge, but are also equipped with adequate life skills. These life skills include the ability to communicate, cooperate, resolve conflicts, make decisions, and manage emotions and time effectively (Ministry of National Education, 2003).

Physical education is part of formal edu-

cation held in schools, from elementary to secondary education levels (Main, 2011). Physical education is defined as education through physical activity to achieve general educational goals (Abduljabar, 2011).

Sports activities are effective in instilling positive attitudes of discipline, responsibility, and sportsmanship, becoming the foundation of a character with integrity (Fatoni, 2025). Sports, especially futsal, are beginning to be seen as a potential medium for shaping character and equipping students with life skills that are relevant to the demands of the times. Futsal as a team sport that is dynamic, competitive, and collaborative provides ample space for students to interact, make quick decisions, and foster an attitude of responsibility and teamwork (Ritanza, 2023).

Futsal, like many other sports, can inherently improve teamwork, discipline and resilience, which are important life skills. This emphasizes the importance of developing effective testing instruments for futsal skills, which indirectly supports the broader context of skill development in sports (Kustiawan et al., 2024).

Futsal significantly contributed to the development of life skills among youth practitioners, particularly highlighting that older youth perceived higher levels of life skills development. While age emerged as a positive predictor for life skills, practice time did not show a significant impact. This suggests that engaging in futsal can improve a range of life skills, such as teamwork and problem solving, highlighting the importance of structured sports programs for positive youth development (Teixeira et al., 2024).

Futsal functions as an effective means to develop life skills among teenagers. Age was positively correlated with social skills and duration of practice was related to teamwork and goal setting among adolescent futsal players indicating that futsal serves as an effective means to develop life skills such as leadership, problem solving, communication, and cooperation (Mossman & Cronin, 2019).

Futsal that is done routinely (3x per week) not only improves students' physical fitness, but also improves cognitive and mental functions such as memory, concentration, and reduces stress as an indicator of improving the quality of life of adolescents (State Gazette, 2019). It aims to develop character, instill discipline and sportsmanship, and enhance achievements that foster national pride. Through sports, students not only experience increased physical abilities, but also develop character traits such as discipline, sportsmanship, and cooperation—important values for

personal development and life skills (Susanto & Lumintuarso, 2024).

Life skills as the core of competence and educational outcomes are the abilities that a person has to face life's challenges in a reasonable manner without feeling pressured, and proactively and creatively seek solutions to overcome them (Jaharudin, 2018).

Life skills are defined as abilities that enable individuals to deal effectively with the demands and challenges of everyday life (Janakiraman, 2018). These skills include problem solving, decision making, critical thinking, effective communication, interpersonal skills, empathy, self-awareness, and the ability to manage stress and emotions (Kamilah, 2023).

Life skills encompass a range of behaviors and cognitive processes that can be categorized as interpersonal and intrapersonal. Interpersonal skills involve interacting with others, such as effective communication and assertiveness, while intrapersonal skills relate to self-management, such as goal setting and emotion regulation (Kyllonen & Tierney, 2023). Life skills are conceptualized as psychological assets, values, and competencies that enable individuals to effectively manage the demands and challenges of everyday life. They encompass cognitive, personal, and interpersonal abilities that foster adaptive and positive behavior (Chhadva & Kacker, 2013). Life skills are divided into two main categories: intrapersonal, which includes focus, persistence, and emotional regulation; and interpersonal, which includes teamwork, honesty, and empathy (Kendellen et al., 2017).

Futsal as a team sport provides an ideal environment for developing social and leadership skills. Children learn to recognize individual roles in a group, understand the importance of collective contributions, and make decisions to achieve common goals (Hidayat, 2024). Thus, futsal is not just a physical sport, but also an effective means to develop life skills such as cooperation, social integration, affectivity, and reducing individualistic attitudes.

Unfortunately, in practice, the potential of futsal as a means of developing life skills has not been optimally utilized in the school environment. Many extracurricular futsal activities are only focused on aspects of technical skills and achievements alone, without being systematically designed to develop students' non-cognitive aspects.

The lack of understanding of teachers and trainers about the importance of integrating life skills values into the training process causes fut-

sal to become only a means of entertainment or filling free time, not a holistic learning medium (Cronin & Allen, 2017). In addition, physical orientation and sports skills still dominate physical education learning, while non-physical dimensions (social, affective, cognitive) are relatively left behind (Widiyatmoko, 2017).

This causes students to have less space to learn to face complex real-life challenges. The mismatch between the approach to futsal training in schools and the needs of character building and life skills is a fundamental problem (Salsabilah A. & Zainuddin, 2022).

Adolescents often experience significant physical, mental, social, and emotional changes, which can lead to stress and anxiety (Sharma et al., 2016). Those who lack life skills often have difficulty controlling their emotions and show negative responses when faced with uncomfortable situations. These emotional outbursts, such as anger or harsh criticism, often occur due to a lack of empathy and self-control (Anggrian, 2018).

In line with the national education goals, which aim to make students have noble character, be independent, and become responsible citizens, life skills are very relevant. This goal, as stated in (Ministry of National Education, 2003). This is a manifestation of the educational objectives in the affective domain (attitude) which need to be developed through physical education learning, especially Futsal.

The development of life skills in physical education can be effectively done through participation in sports, especially in learning futsal games. Futsal serves as an effective means to develop important life skills for students. The integration of life skills into futsal learning has a significant positive impact on the holistic development of students (Budiman, Herlambang, et al., 2023). Through sports activities such as futsal, students gain knowledge and practical skills that are relevant to everyday life (Asnamawati et al., 2015). In addition, futsal supports the development of social skills, teamwork, and leadership (Budiman, Chaniago, et al., 2023). For example, teachers can create game scenarios that require collaborative strategies or focus on students' leadership roles in teams. With this approach, students not only learn to play futsal but also apply life skills in real, relevant contexts.

The application of life skills in futsal learning has the potential to improve students' abilities both on and off the field. Overall, participation in futsal promotes the development of skills such as cooperation, leadership, and physical health, which help students interact more effec-

tively in groups and manage conflict constructively. This is supported by research showing that futsal not only improves technical skills, but also provides positive social and emotional impacts. Therefore, physical education through futsal is a valuable approach to the development of life skills (Budiman, Herlambang, et al., 2023).

However, the application of life skills in futsal learning is not yet fully optimal. Most teachers still focus more on the technical aspects of the game than on student self-development. In fact, the ability to work in a team, communicate effectively, and solve problems is just as important as futsal playing skills.

Futsal, a popular sport in Brazil, is recognized for its potential to promote positive youth development (PYD) and life skills. Engaging in futsal can improve physical, social, emotional, and moral aspects, contributing significantly to the overall development of adolescents (Nascimento Junior et al., 2022).

Sports training, especially futsal, serves as an effective tool for developing life skills in adolescents, fostering competencies such as leadership, problem solving, and teamwork, which are important for managing the demands of everyday life and promoting psychological well-being (Gabriel et al., 2023).

Although the Independent Curriculum has been implemented in around 80% of schools by 2024, the Student Character Index survey shows a decline from 2017 to 2021. This index includes dimensions of religiosity, nationalism, independence, mutual cooperation, and integrity. This decline shows a mismatch between the objectives of character education in the curriculum and real conditions in the field.

A survey at junior high school Negeri 5 Singaraja showed that 80.5% of students had a high interest in futsal extracurricular activities. However, this activity has not been optimally utilized for the development of students' life skills (Ginting et al., 2022).

The 2022 Integrity Assessment Survey shows that integrity scores in the Indonesian education sector are still low. The integrity score for high school is 69.3, lower than elementary school (79.2) and junior high school (78.9). This shows the need to strengthen character education at the high school level (Sari Anggraeni et al., 2022).

This study aims to explore the extent to which the implementation of physical education, sports and health, especially futsal, can develop life skills in students at public junior high school 1 Parongpong. Through futsal activities, it is expected that students will not only hone technical

skills in the game, but also develop life skills such as cooperation, communication, leadership, and so on. With this approach, futsal becomes more than just a sport, but a forum for forming character and students' readiness to face life's challenges in the future. This study offers a novel contribution by integrating life skills development into futsal-based physical education, a pedagogical approach that remains underexplored in Indonesian junior high school settings. By emphasizing both physical competence and essential life skills, this research presents a holistic model that addresses current gaps in character education through sports.

Based on the description above, the author intends to conduct research on the implementation of Physical Education, Sports and Health, especially futsal, to develop life skills in students.

METHODS

This study used a quantitative approach with a quasi-experimental method and a nonequivalent control group design. The study was conducted at public junior high school 1 Parongpong, with students participating in extracurricular futsal activities as subjects. The study population was all students who actively participated in extracurricular futsal, while the sample was selected using a purposive sampling technique, namely students who met certain criteria, such as a minimum attendance of 80% and had never participated in life skills-based futsal training before. The sample was divided into two groups, namely the experimental group that received treatment in the form of integrated futsal learning with life skills development, and the control group that participated in conventional futsal learning. Both groups underwent a pretest and posttest using a life skills questionnaire instrument that had been tested for validity and reliability by experts with results that met psychometric measurement standards (Arikunto, 2021).

The research implementation procedure includes three main stages: first, collecting initial data through a pretest to measure students' initial life skills; second, providing treatment during several futsal training sessions. The instrument used was the Life Skills Scale for Sport (LSSS) with 47 items which after validity testing became 30 items. To test the life skills developed, it assesses eight variables including team work, goal setting, time management, interpersonal skills, social skills, emotional skills, leadership, problem solving (Cronin & Allen, 2017). The collected data were analyzed quantitatively using descriptive

statistical techniques to describe the characteristics of the data, as well as paired sample t-tests to test for improvements in each group and independent sample t-tests to test for differences between the experimental and control groups. The analysis was carried out with the help of SPSS 25 statistical software (Fadluloh et al., 2024), with the significance level set at $\alpha = 0.05$.

RESULTS AND DISCUSSION

The descriptive statistics table above presents an initial picture of the pretest and posttest scores of two groups, namely the experimental group (with futsal learning integrated with life skills) and the control group (without life skills integration). These data provide important information about the distribution, average, and changes in scores that occurred before and after treatment.

Table 1. Normality Test

Class	Kolmogorov-Smirnov			Information
	Statistics	df	Sig.	
Pretest Results (Control)	,143	15	,200	Normal
Posttest (Control)	,188	15	,161	Normal
Pretest (Experiment)	,187	15	,169	Normal
Posttest (Experiment)	,187	15	,169	Normal

The results of the normality test analysis aim to determine whether the research data, both from the control and experimental groups, have a normal distribution. In this study, the normality test was conducted using the Kolmogorov-Smirnov method on the pretest and posttest data from both groups, each consisting of 15 respondents. Based on the test results presented in Table 4.2, it is known that the significance value (Sig.) in the control group pretest is 0.200, the control group posttest is 0.161, the experimental group pretest is 0.169, and the experimental group posttest is also 0.169. All of these significance values are above the value $\alpha = 0.05$, which indicates that there is no significant difference between the distribution of sample data and the normal distribution. Thus, the results of this normality test analysis indicate that all data, both before and after treatment in each group, are normally distributed.

The results of the homogeneity test analy-

sis aim to determine whether the data obtained from several groups have homogeneous variance or not. Homogeneity of variance is one of the important assumptions in parametric statistical analysis, especially when a comparison will be made between two or more groups, such as in the t-test or ANOVA. In this study, the homogeneity test was carried out using the Levene's Test, which is a statistical method commonly used to test the equality of variance between groups. The test results shown in Table 4.3 show that the Levene Statistic value is 2.010, with degrees of freedom $df1 = 3$ and $df2 = 56$, and a significance value (Sig.) Of 0.123.

The significance value of 0.123 is greater than the specified significance level ($\alpha = 0.05$), which means that there is no significant difference in variance between the groups tested. In other words, the data variance of all groups in this study can be said to be homogeneous.

The first hypothesis test aims to determine whether there is a significant difference in students in the control group, namely students who participate in futsal activities without life skills integration. Based on the table above, a t value of -5.161 is obtained with a significance value (Sig. 2-tailed) of 0.000. This significance value is smaller than 0.05 which is the critical limit of the significance of the study, so it can be concluded that there is a significant difference between the pretest and posttest results in the control group. This means that even though they did not get life skills learning integration, the control group still showed a significant increase in learning outcomes after participating in regular futsal learning. This shows that futsal sports activities in general still have a positive contribution to improving students' physical and social abilities, even though they have not been accompanied by a life skills development-based approach.

The second hypothesis test was conducted to determine whether there was a significant difference in student learning outcomes in the experimental group, namely the group that participated in futsal learning with life skills integration. The results of the analysis showed that the t value obtained was -19.581 with a significance value (Sig. 2-tailed) of 0.000. This value is also smaller than 0.05, which means that student learning outcomes before and after carrying out the activity experienced a very significant change. The much greater difference compared to the control group shows that futsal learning integrated with life skills not only improves students' physical and technical aspects, but also facilitates the development of their affective and social aspects. The in-

tegration of life skills in futsal learning provides a more comprehensive and meaningful learning experience for students, thus having a significant impact on improving their life skills. These life skills include teamwork, leadership, communication, emotional control, and decision-making, which are essential for students' personal and social development.

This study aims to test the effectiveness of futsal learning integrated with life skills on improving students' life skills. Based on descriptive analysis, the experimental group showed a significant increase in scores from pretest to posttest. The average pretest score of the experimental group was 94.13, increasing to 119.67 in the posttest, with a difference of 25.54 points. Meanwhile, the control group experienced a smaller increase, from 91.93 to 101.40, with a difference of 9.47 points. These data indicate that futsal learning integrated with life skills has a greater influence on student learning outcomes than regular futsal learning without integration.

These results are supported by inferential statistical analysis through the t-test. In the experimental group, the t-value of -19.581 with a significance value of 0.000 indicates that there is a very significant difference between the pretest and posttest results. While in the control group, the t-value of -5.161 with a significance of 0.000 also shows a significant difference, but with a much smaller value. This shows that although futsal learning generally has a positive effect on students, the integration of life skills can improve learning outcomes more significantly and comprehensively.

In terms of statistical assumptions, the results of the normality test indicate that all data are normally distributed (Sig. > 0.05), both in the pretest and posttest for both groups. Likewise, the homogeneity test shows that the variance between groups is homogeneous (Sig. = 0.123 > 0.05), so that the data meets the requirements for parametric statistical tests. This strengthens the reliability of the results of the hypothesis test and the interpretations carried out.

This finding is in line with the results of previous research conducted by (Gumilar et al., 2023) in his article entitled "Life skills of youth softball athletes", where Teamwork, social skills, goal setting, leadership, problem solving and decision making, interpersonal communication, emotional skills, and time management have a positive relationship with the life skills of softball athletes.

From a curriculum perspective, this approach is in line with the principles of the Merde-

ka Curriculum which emphasizes project-based learning and character development. The integration of futsal technical skills and life skills reflects the synergy between psychomotor and affective aspects in holistic learning. This supports the idea that physical education not only develops physical abilities, but must also be a medium to shape students' attitudes and personalities to be more adaptive in social life.

Practically, the results of this study provide important implications for physical education teachers, that life skills-based learning strategies can be implemented through sports activities such as futsal. Teachers can design learning by involving reflection, group discussions, role-playing, and evaluation of social behavior integrated into training sessions. In this way, learning does not only focus on the movement aspect, but also forms students' social, emotional, and cognitive skills.

Thus, it can be concluded that futsal learning integrated with life skills is proven to be more effective in improving students' skills comprehensively. This learning not only improves academic grades, but also develops students' potential as capable individuals in social life. These findings not only support previous theories and research results, but also provide real contributions to the development of physical education learning models that are more contextual, meaningful, and relevant to the needs of students in the 21st century.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that futsal learning integrated with life skills development has a significant influence on improving the life skills of students of public junior high school 1 Parongpong. This is indicated by a significant increase in life skills scores in the experimental group compared to the control group that only followed conventional futsal learning. The integration of values such as cooperation, communication, decision making, leadership, and self-control in futsal training sessions has been proven to strengthen students' affective and social dimensions.

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