

**The Role of Futsal Extracurricular Activities in Preventing Juvenile Delinquency
Among Vocational Students**Lanang Aditya Susanto^{1*}, Supriyono²¹²Faculty of Sports Science, Semarang State University, Semarang, Indonesia**Keywords**

Extracurricular
Futsal; Juvenile
Delinquency; Positive
Youth Development;
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Abstract

Juvenile delinquency remains a major concern in secondary education, underscoring the need for school-based interventions that foster positive adolescent development. This study examined the role of futsal extracurricular activities in preventing juvenile delinquency among vocational high school students. A quantitative descriptive correlational survey involved all 30 students participating in the futsal program at SMK Muhammadiyah 1 Semarang, selected via total sampling. Data were gathered using a researcher developed questionnaire grounded in the Positive Youth Development (PYD) framework, comprising 30 Likert-scale items (15 on futsal participation and 15 on delinquency prevention). Direct observations of futsal sessions and relevant school documents complemented the questionnaire. The instrument demonstrated satisfactory validity and reliability before administration. Descriptive statistics and the Shapiro-Wilk test preceded hypothesis testing; due to non-normal data distribution, the Spearman Rank correlation was used. Results showed a strong, statistically significant positive relationship between futsal participation and juvenile delinquency prevention ($p = 0.785$, $p < 0.001$). These findings indicate that greater engagement in structured futsal activities associates with enhanced efforts to prevent juvenile delinquency. The study aligns with PYD and Life Skills Development frameworks, suggesting school-based futsal programs promote character development and positive behavior. Schools should therefore strengthen extracurricular sports by integrating character education and life skills into routine training.

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INTRODUCTION

Adolescence is a development phase characterized by rapid physical, psychological, and social transformations that significantly influence the formation of identity and behavior. During this stage, adolescents are particularly susceptible to engaging in various forms of delinquent behavior, such as truancy, bullying, smoking, fighting, and violations of school regulations (Halliday et al., 2021). These behaviors not only disrupt academic performance but also impede psychosocial development and school adjustment. Consequently, preventive interventions aimed at promoting positive adolescent development have emerged as a critical concern for educators and educational institutions (Majed et al., 2022) (Larassary & Desanti, 2025).

Educational institutions play a crucial role in mitigating adolescent delinquency by offering structured environments that promote positive behaviors. A particularly effective approach involves the implementation of extracurricular activities that cater to students' interests, talents, and social growth. Engagement in organized extracurricular programs has been consistently linked to enhanced discipline, a sense of responsibility, increased school engagement, and a decrease in participation in risky behaviors. This is largely because such activities provide valuable opportunities for adolescents to utilize their leisure time in constructive and supportive environments (Mahmud et al., 2024).

Among school-based extracurricular activities, futsal has emerged as one of the most widely participated sports among Indonesian secondary school students. As a dynamic team sport, futsal inherently promotes communication, collaboration, discipline, emotional self-regulation, adherence to rules, and collective decision-making. Beyond enhancing students' physical fitness and technical abilities, participation in futsal provides a meaningful context for fostering social competence, leadership, responsibility, and sportsmanship. These developmental outcomes align with the broader objectives of school extracurricular programs, particularly in supporting character education and holistic student development (Hambali & Gunanwan, 2025).

The developmental benefits of sport participation are comprehensively explained by the Positive Youth Development (PYD) framework. This perspective posits that structured and supportive sport environments can cultivate the five core developmental assets—competence, confidence, character, connection, and caring—through constructive interactions among coaches, peers, and the surrounding learning environment. Furthermore, when life skills are intentionally embedded within training activities, sports participation contributes to the development of both interpersonal and intrapersonal competencies, which serve as protective factors in reducing adolescents' susceptibility to antisocial and delinquent behaviors (Piggott et al., 2025).

Recent empirical research has provided stronger evidence regarding the educational value of organized sport in promoting adolescent development. A systematic review by (Almeida et al., 2025) demonstrated that participation in structured sport and physical education programs facilitates positive youth development by enhancing psychosocial competencies, leadership, character, and the transfer of life skills beyond the sport setting. Similarly (Bruner et al., 2023), through a systematic review and meta-analysis, reported that sport-based interventions produce significant improvements in competence, confidence, and life skills, particularly when supported by intentionally designed programs and high-quality coaching practices. Furthermore, (Bengtsson et al., 2025) found that youth sport participation contributes to better psychological well-being, social functioning, and overall health outcomes. Collectively, these findings suggest that the developmental benefits of organized sport depend not only on participation itself but also on the quality of the learning environment, instructional strategies, and supportive relationships established throughout the program.

Despite the growing body of research examining extracurricular sports and character education, empirical studies specifically investigating futsal extracurricular activities as a strategy for preventing adolescent delinquent behavior remain limited, particularly within the context of Indonesian vocational high schools. Existing literature has primarily focused on outcomes such as physical fitness, athletic performance, sport motivation, and general

character development, with relatively little attention devoted to the role of structured futsal programs in mitigating delinquent behavior among adolescents. According to (Supriatna et al., n.d.). Consequently, there remains a significant gap in the literature regarding the potential contribution of futsal extracurricular activities to delinquency prevention. Addressing this gap is essential to provide empirical evidence on how structured futsal programs can function as a protective educational intervention that promotes positive behavioral development among vocational high school students.

SMK Muhammadiyah 1 Semarang has consistently implemented a futsal extracurricular program that engages students in structured training sessions and competitive activities. In addition to enhancing technical skills and athletic performance, the program is designed to foster essential character values, including discipline, teamwork, responsibility, and sportsmanship, through regular participation and guided practice. Despite these educational objectives, empirical evidence regarding the effectiveness of the program in preventing adolescent delinquent behavior among participating students remains limited. Investigating this issue is particularly important, as vocational high school students are in a critical developmental stage during which structured extracurricular environments may serve as protective contexts that encourage positive behavioral development, strengthen social responsibility, and reduce the risk of engagement in delinquent activities.

The novelty of this study lies in its examination of futsal extracurricular activities as a preventive approach to adolescent delinquency through the lens of the Positive Youth Development (PYD) framework within the context of Indonesian vocational education. In contrast to previous research, which has predominantly emphasized athletic performance or broad aspects of character education, this study specifically investigates the extent to which structured participation in futsal extracurricular programs promotes discipline, responsibility, teamwork, emotional regulation, and self-control. These developmental attributes are conceptualized as protective factors that may reduce adolescents' vulnerability to delinquent behavior. By integrating the Positive Youth Development (PYD) perspective with juvenile delinquency prevention in a vocational high school context, this study addresses an important gap in previous research, which has predominantly examined extracurricular futsal in relation to athletic performance or general character development rather than its specific preventive role against delinquent behavior. Consequently, the present findings extend current understanding of the educational and developmental functions of school-based sport programs and provide empirical evidence for the potential of structured futsal activities as a protective factor for adolescents in vocational schools.

Therefore, this study aims to examine the role of futsal extracurricular activities in preventing adolescent delinquent behavior among students at SMK Muhammadiyah 1 Semarang. Specifically, the study investigates how structured participation in futsal extracurricular programs contributes to the development of positive behavioral attributes that may function as protective factors against delinquency. The findings are expected to contribute to the growing body of literature on sport-based Positive Youth Development (PYD), while also providing evidence-based recommendations for schools and educators in designing and implementing extracurricular sport programs that effectively promote character development and support adolescent delinquency prevention.

METHODS

This study employed a quantitative descriptive survey design to investigate the role of futsal extracurricular activities in preventing adolescent delinquent behavior among students at SMK Muhammadiyah 1 Semarang during the 2026 academic year. The target population comprised all students enrolled in the school's futsal extracurricular program. Given the relatively small population size of 30 participants, a total sampling technique was adopted, whereby all members of the population were included as research participants. This approach ensured comprehensive representation of the study population and enhanced the accuracy of the descriptive analysis regarding the contribution of futsal extracurricular participation to adolescent delinquency prevention.

Data were collected using a structured questionnaire developed based on the Positive Youth Development (PYD) framework and relevant empirical literature on sport participation and adolescent development (Berengü et al., 2024). The instrument comprised 30 items, with 15 items designed to assess students' participation in futsal extracurricular activities and 15 items measuring the role of these activities in preventing adolescent delinquent behavior. All questionnaire items were rated on a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree), enabling the quantitative assessment of participants' perceptions regarding the contribution of futsal extracurricular participation to positive behavioral development and delinquency prevention.

Prior to data collection, the research instrument underwent a content validity evaluation through expert judgment to ensure the relevance, clarity, and representativeness of each questionnaire item. Subsequently, construct validity was examined using the Pearson Product–Moment correlation coefficient to determine the extent to which each item measured the intended construct. The results indicated that all 30 questionnaire items were valid, with item–total correlation coefficients exceeding the critical value ($r = 0.361$). Furthermore, the internal consistency of the instrument was assessed using Cronbach's Alpha coefficient. The futsal extracurricular participation scale obtained a Cronbach's Alpha value of 0.975, while the adolescent delinquency prevention scale achieved a Cronbach's Alpha value of 0.970. Both values exceeded the recommended threshold of 0.70, indicating excellent internal consistency and confirming that the instrument was highly reliable for measuring the constructs investigated in this study. Therefore, all questionnaire items were considered valid and reliable and were subsequently used for data collection..

Data collection was carried out following formal approval from the school administration and in accordance with the established research procedures. The questionnaires were administered directly to students during scheduled futsal extracurricular sessions to ensure a high response rate and facilitate accurate data collection. To complement the quantitative survey data and strengthen the contextual interpretation of the findings, non-participant observations and school documentation, including attendance records and reports of extracurricular activities, were also collected as supporting sources of information.

Participation in this study was entirely voluntary, and all respondents were provided with comprehensive information regarding the research objectives, procedures, and their rights as participants prior to completing the questionnaire. Informed consent was obtained before data collection, ensuring that participation was based on the respondents' willingness without any form of coercion. The confidentiality and anonymity of all participants were rigorously safeguarded throughout the study, and the data collected were used exclusively for academic and research purposes. Furthermore, the research was conducted in accordance with fundamental ethical principles, including informed consent, voluntary participation, confidentiality, and the responsible management of research data, thereby ensuring the protection of participants' rights and the integrity of the research process.

The collected data were analyzed using IBM SPSS Statistics version 26. Descriptive statistical analyses, including frequencies, percentages, means, and standard deviations, were employed to summarize participants' responses and describe the implementation of futsal extracurricular activities as well as their perceived role in preventing adolescent delinquent behavior. Prior to inferential analysis, the distribution of the data was assessed using the Shapiro–Wilk test to examine the assumption of normality. Subsequently, the relationship between participation in futsal extracurricular activities and adolescent delinquency prevention was analyzed using the Pearson Product–Moment correlation. Statistical significance was determined at a significance level of $p < 0.05$, indicating that relationships with probability values below this threshold were considered statistically significant.

RESULTS AND DISCUSSION

Prior to hypothesis testing, the research instrument underwent validity and reliability assessments to ensure its appropriateness for measuring the intended constructs. The validity analysis demonstrated that all questionnaire items representing the extracurricular futsal variable (X) and juvenile delinquency prevention variable (Y) achieved correlation coefficients

exceeding the critical value ($r = 0.361$), indicating that each item was statistically valid (Belita et al., 2022). Furthermore, the reliability analysis revealed Cronbach's Alpha coefficients of 0.975 for the extracurricular futsal variable and 0.970 for the juvenile delinquency prevention variable. Both values substantially exceeded the recommended reliability threshold ($\alpha > 0.70$), confirming that the instrument possessed excellent internal consistency and was therefore suitable for subsequent statistical analyses.

Table 1. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Total_x	30	15.00	74.00	55.0333	17.01416
Total_y	30	15.00	74.00	53.5667	17.97831
Valid N (listwise)	30				

Descriptive statistical analysis was conducted using data collected from 30 respondents. The extracurricular futsal variable produced scores ranging from 15.00 to 74.00, with a mean score of 55.03 and a standard deviation of 17.01. Similarly, the juvenile delinquency prevention variable ranged from 15.00 to 74.00, yielding a mean of 53.57 and a standard deviation of 17.98. These descriptive findings suggest that respondents generally perceived extracurricular futsal participation and juvenile delinquency prevention positively, although the relatively large standard deviations indicate considerable variation in individual responses.

Prior to testing the research hypothesis, the normality of the data distribution was examined using the Shapiro–Wilk test because the sample size consisted of fewer than fifty observations. The obtained significance values were 0.000 for extracurricular futsal and 0.002 for juvenile delinquency prevention, both of which were below the significance level of 0.05. These results indicate that the data did not follow a normal distribution. Consequently, the hypothesis was tested using the non-parametric Spearman Rank correlation analysis, which is considered appropriate for non-normally distributed data (Bhattacharya & Sengupta, 2022).

The Spearman Rank correlation analysis yielded a correlation coefficient of $\rho = 0.785$ with a significance value of 0.000 ($p < 0.05$), demonstrating a statistically significant and strong positive association between participation in extracurricular futsal and juvenile delinquency prevention among students at SMK Muhammadiyah 1 Semarang. Accordingly, the alternative hypothesis was accepted, indicating that higher levels of participation and better implementation of extracurricular futsal activities are associated with stronger efforts to prevent juvenile delinquency.

Table 2. Correlation Analysis between Extracurricular Futsal and Juvenile Delinquency Prevention

Variables	Correlation Coefficient (ρ)	Sig. (2-tailed)	Interpretation
Extracurricular Futsal – Juvenile Delinquency Prevention	0.785	<0.001	Strong Positive Correlation

The strong positive correlation identified in this study indicates that extracurricular futsal extends beyond its function as a physical activity and serves as an important educational medium for fostering students' personal and social development. Students who actively participate in structured futsal programs are more likely to exhibit discipline, responsibility, teamwork, sportsmanship, and adherence to school regulations. These behavioral attributes correspond to the indicators measured within the extracurricular futsal construct and are reflected in preventive behaviors such as emotional self-regulation, resistance to negative peer influence, compliance with school rules, and constructive social interaction. Consequently, extracurricular futsal contributes to character formation while simultaneously functioning as a protective factor against juvenile delinquency.

These findings are consistent with the Positive Youth Development (PYD) framework, which emphasizes that organized sports provide adolescents with opportunities to cultivate competence, confidence, character, connection, and caring through positive interactions with

coaches, peers, and the surrounding educational environment. Within extracurricular futsal activities, students are repeatedly exposed to situations that require collaboration, effective communication, emotional regulation, and respect for established rules (O'Flaherty et al., 2022). Continuous engagement in these experiences facilitates the internalization of positive values that are transferable beyond the sporting environment and into students' daily academic and social lives. Therefore, extracurricular futsal contributes not only to athletic development but also to the establishment of positive behavioral patterns that reduce adolescents' vulnerability to delinquent behavior.

The present findings also support the Life Skills Development perspective, which argues that structured sports participation provides an effective context for developing transferable life skills, including teamwork, leadership, responsibility, communication, decision-making, and self-control. Through regular training sessions and competitive experiences, students acquire practical competencies in collaborative problem-solving, emotional management under pressure, and accountability for both individual and team performance. These competencies can be transferred to broader social contexts, enabling adolescents to cope more effectively with negative peer pressure, establish healthy interpersonal relationships, and demonstrate greater adherence to school norms, thereby strengthening efforts to prevent juvenile delinquency.

Furthermore, the findings are consistent with previous empirical studies demonstrating that participation in extracurricular sports positively influences students' character development, social responsibility, discipline, and behavioral adjustment (Yamamoto, 2024). Organized sports create structured and supervised learning environments in which adolescents engage in meaningful activities under the guidance of coaches and teachers. Such environment (Budiman et al., 2023) also reported that futsal extracurricular activities improve students' life skills, particularly teamwork, responsibility, and emotional regulation. Likewise, (Albuquerque et al., 2021) found that structured futsal programs foster self-discipline, prosocial behavior, and positive youth development through supportive coaching practices. These studies reinforce the present findings, suggesting that futsal extracurricular activities serve as an effective educational medium for promoting positive behavior and preventing juvenile delinquency.

Onments reduce opportunities for involvement in risky behaviors while simultaneously fostering positive peer relationships and reinforcing prosocial values. Collectively, these findings provide additional empirical evidence that extracurricular futsal represents an effective school-based strategy for promoting positive youth development and preventing juvenile delinquency.

Despite the strong relationship identified, the findings should be interpreted with caution because the correlational research design does not permit causal inference. Juvenile delinquency prevention is a multifaceted phenomenon influenced by numerous contextual factors, including family environment, parenting practices, peer relationships, and school climate, which were beyond the scope of the present investigation. Nevertheless, the results provide important practical implications by highlighting the potential of extracurricular futsal as an educational intervention that integrates physical activity, character education, and life skills development. Schools are therefore encouraged to strengthen extracurricular sports programs by incorporating structured character-building components, including discipline, responsibility, leadership, teamwork, and emotional regulation, alongside technical skill development.

Overall, the findings demonstrate that extracurricular futsal serves as a valuable educational platform for promoting positive youth development. Beyond enhancing students' physical fitness and sporting competence, sustained participation in structured futsal activities contributes to character formation, life skills acquisition, and positive social behavior. Collectively, these developmental outcomes function as protective factors that strengthen adolescents' resilience against juvenile delinquency and support their holistic development within the vocational high school environment.

CONCLUSION

The findings of this study indicate that extracurricular futsal contributes significantly to the prevention of juvenile delinquency among students at SMK Muhammadiyah 1 Semarang. The Spearman Rank correlation analysis demonstrated a strong and statistically significant positive relationship between participation in extracurricular futsal and juvenile delinquency prevention ($p = 0.785$, $p < 0.001$). This result suggests that increased engagement in structured futsal activities is associated with stronger preventive outcomes against juvenile delinquency. The findings are consistent with the Positive Youth Development (PYD) and Life Skills Development frameworks, which emphasize that well-organized sports programs facilitate the development of discipline, responsibility, teamwork, leadership, emotional regulation, and positive interpersonal relationships.

Furthermore, the study highlights that the educational benefits of extracurricular futsal extend beyond physical fitness and technical skill acquisition. When supported by effective coaching and a structured learning environment, extracurricular futsal functions as a medium for character education and life skills development, thereby fostering students' personal and social competencies. These findings underscore the importance of strengthening school-based sports programs by incorporating intentional character-building components alongside technical training to enhance their preventive and educational outcomes.

Nevertheless, several limitations should be acknowledged. The correlational nature of the study does not permit causal inference, while the relatively small sample size and the focus on a single vocational high school limit the generalizability of the findings. Future research is therefore recommended to involve larger and more diverse populations, apply longitudinal or experimental research designs, and examine additional determinants, including family environment, parenting practices, peer influence, school climate, and coaching quality. Such approaches would provide a more comprehensive understanding of the mechanisms through which extracurricular sports contribute to juvenile delinquency prevention.

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