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Implementation of the Futsal Learning Model as a Means of Developing Social Skills in Students at SMA Negeri 3 Sukoharjo

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ABSTRACT

The purpose of this study is to explore the implementation of the futsal learning model as a means of developing students' social skills at SMA Negeri 3 Sukoharjo. The research method used is quasi-experimental research because this study aims to determine students' social development through futsal learning. The research design used in this study is a one-group pre-test-post-test design. In the one-group pre-test-post-test design, only one group is the target of the experiment, with no control group. The research sample was selected using purposive sampling. The results of the data analysis show a significant increase between the pre-test and post-test scores, with a ratio of 131.10:149.71, reflecting an increase of approximately 14.2%. Based on the research results, it can be concluded that the futsal learning model is effective in developing and improving students' social skills.

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1. INTRODUCTION

Education is a conscious and planned effort to provide guidance or assistance in developing the physical and spiritual potential of adults to achieve maturity and goals so that students are able to carry out their life tasks independently (Khairany et al., 2024). Sports, health, and physical exercise should be prioritized in physical education and sports in educational institutions to improve motor skills, coordination, and dynamic health. This ensures that learners have a better quality of life during their education and are ready to excel both academically and athletically, thereby becoming valuable human resources in the future (Bangun, 2016).

Physical education can be an appropriate activity for adolescents to build social and emotional skills (Siskos et al., 2012). However, in practice, physical education often still uses outdated methods (Arifin, 2017). Learning in physical education is aimed at improving physical fitness, developing motor skills, knowledge, healthy living habits, an active lifestyle, sportsmanship, and emotional intelligence through direct learning (Ari Iswanto, 2021). Physical education that combines social, emotional, and physical learning can promote holistic growth, which in turn supports social skills, discipline, and teamwork (Ferraz et al., 2024). An integrated approach to physical education that combines social, emotional, and physical learning offers significant benefits for students' overall development.

Futsal is a fairly popular sport in Indonesia today and is gaining popularity among many groups. Practically every group plays futsal for different reasons: some play to achieve success, some play for recreation related to sports, and others play for recreation related to physical activity (Limbong et al., 2022). Futsal education in schools often prioritizes competitive outcomes over inclusive pedagogical practices, which can lead to social exclusion and educational opportunity gaps (Ricci et

al., 2022). This indicates that to enhance social awareness, futsal instruction needs to be implemented in a more inclusive manner.

This makes it a potential tool for developing social skills such as cooperation, leadership, discipline, and respect for fellow team members. Social skills will help students develop their character and are actually necessary in daily life. Social behavior in futsal is expected to serve as a means for the community to hone its social skills (Zilfah, 2017). Research conducted by Freire et al (2021) states that futsal can help adolescents develop social skills, including leadership, cooperation, and interpersonal communication, which will enhance their capacity to collaborate and communicate with others.

Given this reality, research is needed to determine how a futsal-based learning model can be successfully implemented to foster children's social skills within the framework of physical education. Based on the above explanation, the author is interested in conducting research entitled "Implementation of the Futsal Learning Model as a Means of Developing Social Skills in Students at SMA Negeri 3 Sukoharjo."

2. METHODS

This research is a quasi-experimental study because it aims to determine students' social development through futsal learning. According to Abraham & Supriyati (2022), quasi-experimental research is fundamentally similar to pure experimental research. The research design used in this study is a one-group pre-test-post-test design. In a one-group pre-test-post-test design, only one group is the target of the experiment; there is no control group.

The data and data sources used in this study include the results of the futsal learning process at SMA Negeri 3 Sukoharjo and questionnaires completed by students regarding their social skills before and after the futsal activity. The research subjects in this study will take a pre-test before receiving the treatment, after which they will receive the treatment. This study will be conducted at SMA Negeri 3 Sukoharjo with the population being all eleventh-grade students at SMA Negeri 3 Sukoharjo.

The sampling technique used in this study was purposive sampling. The sampling in this study was conducted in class IX of SMA Negeri 3 Sukoharjo from the total population selected using purposive sampling, which is a technique for determining samples by considering students who are actively involved in physical education activities. In this study, data analysis was performed using the SPSS (Statistical Product and Service Solutions) application.

- Normality Test, to determine the normality of the data distribution for each variable, significant results indicate that if $\text{sig} < 0.05$, the data is considered to have a normal distribution.
- Homogeneity Test, the researcher used the F-test for pretest and posttest data, assisted by the SPSS program. The decision criterion is that the sample variance is homogeneous if $\text{sig} < 0.5$
- Activity data analysis: The observed activity data were analyzed using quantitative descriptive percentages by compiling students' responses for each observed aspect, then converting the data into percentages.

3. RESULT AND DISCUSSION

Table 1. Normality Test Table

		Kolmogorof-Smirnov ^a			Shapiro-Wilk		
	Gender	Statistic	df	Sig.	Statistic	df	Sig.
Pre	Male	.155	12	.200*	.963	12	.823
	Female	.080	19	.200*	.982	19	.967

Based on the data presented in the table below, it is known that the significance values (Sig) are 0.823 and 0.967, respectively. Both values are above the predetermined significance threshold of 0.05 (> 0.05). This indicates that there is no significant difference between the distribution of the sample data and the normal distribution, so it can be concluded that the data in this study is normally distributed.

Table 2. Homogeneity Test

		Levena Statistic	df1	df2	Sig.
Pre	Based on Mean	3.183	1	29	.085
	Based on Median	2.888	1	29	.100
	Based on Median and with adjusted df	2.888	1	24.044	.102
	Based on trimmed mean	3.227	1	29	.083

Based on the analysis results obtained, it is known that the significance value (Sig.) is 0.083. This value is greater than the predetermined significance threshold of 0.05. Since the Sig. value is above this threshold, this indicates that there is no significant difference in the variance of the analyzed data. Therefore, it can be concluded that the data used in this study has homogeneous variance, or in

other words, the data distribution between groups is uniform and does not show significant heterogeneity.

Table 3. T-test Results

		Mean	N	Std.Deviation	Std. Error Mean
Pair 1	Pre Test	131.10	31	11.931	2.143
	Post Test	149.71	31	10.533	1.892

Additionally, the standard deviation value for the pre-test was recorded at 11.931, indicating variation in scores among students before the treatment. Meanwhile, the standard deviation value in the post-test decreased slightly to 10.533, indicating that after the treatment, the results obtained by students became more uniform. This finding may indicate a positive effect of the treatment on improving student learning outcomes or performance in the context of the study.

Table 4. Paired Sample T-test

Paired Differences									
					95% Confidence Interval of the Difference				
Pair		Mean	Std.Deviation	Std.ErrorMean	Lower	Upper	t	df	Sig.(2.tailed)
1	Pre Test- Post Test	18.613	15.855	2.848	-24.429	-12.797	-6.536	30	<,001

Based on the results of the paired sample T-test analysis, it is known that the significance value (Sig. 2-tailed) obtained is less than 0.01. This value is far below the established significance threshold of 0.05, indicating a statistically significant difference between the pre-test and post-test results.

In this case, the social skills of the students who will be the subject of the study need to be determined. Therefore, the researcher took the students' pre-test scores as the baseline and obtained a percentage of 77.12%. The post-test, which consisted of 34 statements, had been validated for validity, reliability, difficulty level, and discriminative power. The statement items also met all the planned indicators. The final test (post-test) was conducted after the implementation of the futsal learning model on the students. Based on the results of the post-test statements, a percentage of 88.07% was obtained.

This is evident from the average pre-test score, which increased from 77.12% to 88.07% in the post-test. This indicates that the implementation of the futsal learning model has a positive impact on the development of students' social skills at SMA Negeri 3 Sukoharjo. In line with the theory and literature review used by the researcher, the results of this study also show that the implementation of the futsal learning model as a means of developing social skills in students at SMA Negeri 3 Sukoharjo has proven to be effective.

4. CONCLUSION

Based on the analysis of research data and data analysis, it can be concluded that there is significant development or improvement in the social skills of students at SMA Negeri 3 Sukoharjo after the implementation of the futsal learning model. The data analysis results show a significant increase between the pre-test and post-test scores, with a ratio of 131.10:149.71, reflecting an increase of approximately 14.2%.

AUTHOR'S STATEMENT

As the author of this study, I declare that the study entitled "Implementation of Futsal Learning Model as a Means of Developing Students' Social Skills at SMA Negeri 3 Sukoharjo" is my own work which was conducted independently based on valid data and analysis. I declare that all sources of information, data, and references used in this article have been listed and acknowledged as appropriate.

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