

Available online at: <http://journal.unj.ac.id/unj/index.php/gjik>
Gladi: Jurnal Ilmu Keolahragaan 15 (03) 2024, 393-403
Permalink/DOI: <https://doi.org/10.21009/GJIK.153.13>

EFFORTS TO IMPROVE FUTSAL SHOOTING THROUGH GAME VARIATIONS

(Study Action Research in Elementary Schools)

Ramdan Muhammad Yusuf¹, Sujarwo², Yasep Setiakarnawijaya³

*Master of Physical Education, Faculty of Sports Science, Jakarta State University, East Campus, Jakarta
State University, Jalan Pemuda No.10, East Jakarta 13220*

Corresponding author. Email: ramdan213@gmail.com

(Submission Track: Received: 03-08-2024, Final Revision: 29-09-2024, Available Online: 30-09-2024)

Abstract This research is action research to improve shooting skills in futsal games in class V and VI students who are registered as futsal extracurricular participants at SDN Srengseng Sawah 04 with a total of 53 students as subjects. This action research uses the Kemmis Taggart model which consists of two cycles. The actions in this research use a variety of games to achieve the desired goals. Data was collected through observer observations in the form of movement truth tests, shooting tests, field notes, and documents during the research. The results of the research showed that after carrying out actions using game variations in cycle I, there were several students who were able to achieve a completeness score for the shooting movement correctness test (process) in cycle I, 22 (42%) students who were declared complete, and 31 (58%) students who were declared complete. % others are declared incomplete. Then for the shooting accuracy test (product) cycle I, 34 (64%) students were declared complete and 19 (36%) were declared incomplete. From these results, there has been an increase, but as a group it is not more than or equal to 70% of the total number of students. Furthermore, in cycle II there was a significant increase. For students who were declared complete in the shooting movement correctness test (process), there were 53 (100%) students. Then for the shooting accuracy test (product) cycle II, 42 (79%) students were declared complete and 11 (21%) were declared incomplete. From the results of the movement correctness test and the second cycle shooting test, it was declared complete because as a group, the percentage of subjects who achieved the completeness criteria score was more than 70% of the total number of students, and it can be concluded that the application of game variations was able to improve the shooting of futsal extracurricular participants at SDN Srengseng Sawah 04.

Keywords: Action Research, Game Variations, Shooting, Futsal



INTRODUCTION

Futsal is a team invasion game activity played by five against five people over a certain period of time. The game of futsal is almost the same as the game of soccer, especially in the basic movements that must be mastered. These basic movements include passing, control, dribbling, shooting and heading (Pamungkas et al., 2019).

One of the sports that has many fans in Indonesia is futsal. (Pratama et al., 2023) said that futsal is included in one of the major ball sports games. In general, the game of futsal is almost similar to big ball, while the difference is the location and number of players between teams. This was stated in more detail by Praniata et al., (2019) that futsal is a game played by two teams, each consisting of five people, whose aim is to score goals. These differences make the game of futsal seem easier, but still have the same aggressive side, which makes futsal a sport that is mostly popular with the majority of young people, and is not only popular with men, even women play it (Coakley, 2011)

Futsal is more concerned with skill abilities. Smaller, lighter balls make great instruments and help develop individual technique. Because players

can be more mature and control the ball. The small number of players in a team is very crucial for all players in attacking defense. There are no small side games, but all players must help each other and must have the defensive and attacking mentality and character as well as the individual technical abilities of each player. (Caglayan et al., 2018; Müller et al., 2018; Setiakarnawijaya et al., 2022).

Futsal is currently popular with various groups from children to adults, both men and women, many institutions hold futsal competitions, ranging from students to students and between clubs. In fact, currently many schools facilitate students who want to develop their abilities in the field of futsal. This has resulted in many schools in Indonesia including futsal as an activity to channel students' interests and talents through extracurricular sports activities at the elementary, middle and high school levels. Apart from being very popular, futsal can be a means of achieving achievements at school, of course through extracurricular activities (Pratama et al., 2023)

According to Adiningtyas et al., (2020) extracurricular activities are non-academic activities carried out outside of academic activities which are an effort to

increase knowledge and absorb the lessons that have been learned from teachers at school for students so that they can be used in everyday life. day. Extracurriculars are curricular programs that are able to develop the potential of students through developing talents, interests and creativity. Extracurricular activities are carried out outside of class hours both in the school environment and outside the school with the aim of developing and expanding students' abilities in areas of interest. Apart from that, extracurriculars can also teach you how to communicate and work together. In essence, the purpose of extracurricular activities is for the benefit of students so that they have the values of character education for students in an effort to develop the whole person (Arifudin, 2022).

Extracurriculars are also expected to be able to improve skills by doing them continuously. Activities carried out continuously means that futsal requires quick thinking and precise shooting skills. Futsal has several basic techniques, one of which is shooting the ball. Shooting is an important technique that players need to master, this technique is really needed in futsal

games in order to score goals to win the match.

However, in futsal extracurricular activities in elementary schools, researchers observed that there were deficiencies or problems in shooting the ball into the goal. This was proven by (Najib & Priambodo, 2019) by observing directly when accompanying extracurricular activities. The student's kick did not aim at the goal or was not right on target and bounced upwards so it did not result in a goal.

To improve futsal shooting skills, incorporating game variations can be an effective approach (Bisa, 2023). By introducing different gameplay variations, players are faced with a variety of scenarios that require them to adapt and perfect their shooting techniques. (Handoko et al., 2020). The variations of the game implemented start with a simple variation of the game, namely kicking into a goal that has been marked or limited, then variations of the game one vs one or two vs two, and gradually develop to larger teams, such as three vs three or five vs five, can help players develop their shooting skills in different playing environments. (Indrawan et al., 2021).

Furthermore, by varying the shooting distance by changing the distance from which players can shoot, it challenges their accuracy and strength. This can be done by establishing a specific shooting zone or inserting a target into the target you want to aim for. (Iqbal et al., 2019). Then R. Hidayat et al., (2022) game variations to improve futsal shooting abilities can be done by applying time limits to the shooting task to simulate game-like pressure and encourage players to make quick decisions and execute shots efficiently. Another game variation is to design shooting game variations that focus on different shooting techniques, such as volleys, one-touch finishes, or placement shots can help players improve shooting skills in certain areas. By combining these game variations, players can improve their adaptability and perfect their shots.

Based on the results of small research in the field, problems with futsal shooting ability include 1) Lack of understanding of basic techniques: Elementary school students often do not have an adequate understanding of the basic techniques for shooting futsal. They may not understand proper body position, ball control techniques, or how

to properly aim a shot; 2) Lack of directed practice: Futsal shooting skills require regular and directed practice. However, often in primary schools, the time allocated for futsal training may be limited, or there is a lack of understanding of how to design effective training; 3) Lack of adequate facilities and equipment: Limited sports facilities and lack of adequate futsal equipment. This may be a barrier to providing students with a good practice experience; 4) Lack of motivation or interest: Some students lack motivation to develop futsal shooting skills due to a lack of personal interest in the sport, or may be influenced by other factors such as academic pressure or social disorders; 5) Difficulty in applying skills in game situations: Although students understand futsal shooting techniques theoretically, they seem to have difficulty applying them in actual game situations. This can be caused by time pressure, pressure from opponents, or lack of experience in real game situations.

Based on the explanation behind the problems in extracurricular futsal, an appropriate program or approach can be designed to help improve futsal shooting skills in elementary school students. This approach must take into account factors

such as effective teaching of basic techniques, increasing student motivation, and creating a supportive environment for structured and sustained practice. Therefore, this research aims to improve shooting skills through game variations.

METHOD

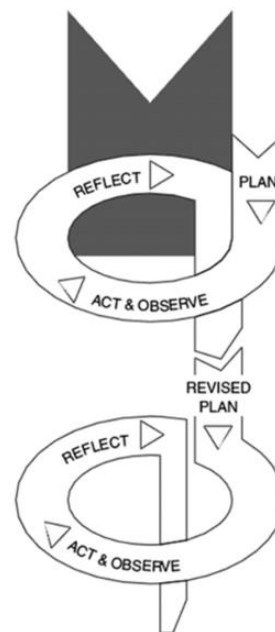
This research uses a qualitative approach, with an Action Research research design (Kemmis et al., 2014). This action research is a popular design that is widely used in research in the field of education (Edwards-Groves & Kemmis, 2016; Meesuk et al., 2020; Sumarni et al., 2016; Vogelzang & Admiraal, 2017) Apart from these reasons, action research provides an opportunity for researchers to find new efforts to make changes that suit conditions and needs (Darwis, 2016).

This action research was chosen because it offers a means for staff development, for the development of teachers as professionals and for addressing problems in the world of education (Allen & Calhoun, 1998). The most characteristic aspect of this design is that improvements can be made by problem solvers (Bozkuş & Bayrak, 2019; Greenwood & Levin, 2006)

Practical action research designs are designs that seek to explore problems to find solutions (Creswell, 2015).

In addition, the action research design in this study is an effort to understand self-practice so as to enable improvements in every action taken (Kemmis et al., 2014; Kemmis & McTaggart, 2007; McTaggart, 1994) through action research, planning, implementation, and reflection at each step can occur (McTaggart, 2003).

Figure 1. Action Research Procedures Kemmis and Taggart Spiral Model (Bodsworth & Goodyear, 2017)



RESULTS AND DISCUSSION

The description of the research data is a general description conducted, namely to improve futsal shooting through variations of the game for grade

4 and 5 students who are registered as extracurricular futsal participants at SDN Srengseng Sawah 04, Jagakarsa District, South Jakarta City. After following the training program with actions taken, the results of the shooting skills test are obtained in the form of scores.

Pre-test

Table 1 Correctness of Motion

No	Category	Completion Value	Pre Test	
			F	%
1	Complete	> 60	10	19%
2	Incomplete	< 60	43	81%
Amount			53	100%

Based on the initial test or pre-test data above, it can be concluded that in the process of implementing or correcting the movements when shooting from 53 subjects, only 10 students or 19% of the total were categorized as "Completed" or got a score above the criteria. completeness, namely 60. Therefore, 43 subjects or 81% of the total number were categorized as "Incomplete" because the score they got was less than the completeness standard.

Table 2 Shooting Accuracy

No	Category	Completion Value	Pre Test	
			F	%
1	Complete	≥ 70	28	53%
2	Incomplete	< 70	25	47%
Amount			53	100%

Based on the initial test or pre-test data above, it can be concluded that when carrying out the initial shooting test of 53 subjects, 28 students or 53% of the total number were categorized as "Completed" or got a score more than the completeness criteria, namely ≥ 70 . , 25 subjects or 47% of the total number were categorized as "Incomplete" because the score they got was less than the standard for completeness.

Table 3 Preliminary Test Summary

Assessment Aspects	Category		Completion Value	Status
	Complete	Incomplete		
Shooting Process	10 (19%)	43 (81%)	> 60 ≥ 70	Incomplete
Shooting Product	28 (53%)	25 (47%)		Incomplete

Post-test Siklus I

Table 4 Correctness of Motion

No	Category	Completion Value	Pre Test	
			F	%
1	Complete	> 60	22	42%
2	Incomplete	< 60	31	58%
Amount			53	100%

Based on the data in the table above, the correctness of students' shooting movements has increased with a percentage of 19% of completeness

before being given action, to 42% after being given action in cycle I. However, this increase has not occurred optimally because they still have not reached the target with a percentage of more than 70 % of students who completed. In this way, the researcher and team of collaborators decided to continue research on the correctness of students' futsal shooting movements by taking action in cycle II to get better results.

Table 5 Shooting Accuracy

No	Category	Completion Value	Pre Test	
			F	%
1	Complete	≥ 70	34	64%
2	Incomplete	< 70	19	36%
Amount			53	100%

Based on the data in the table above, students' shooting abilities have increased with a percentage of 53% completeness before being given action, to 64% after being given action in cycle I or an increase of 11%. However, this increase has not occurred optimally because it has not yet reached the target with a percentage of more than 70% of students completing. In this way, the researcher and team of collaborators decided to continue the research by taking action in cycle II to get better results.

Table 6 Summary of Cycle I Tests

No	Category	Completion Value	Pre Test	
			F	%
1	Complete	> 60	42	79%
2	Incomplete	< 60	11	21%
Amount			53	100%

Post-test Siklus II

Table 7 Correctness of Motion

Assessment Aspects	Category		Completion Value
	Complete	Incomplete	
Shooting Process	22 (42%)	31 (58%)	> 60
Shooting Product	34 (64%)	19 (36%)	≥ 70

Based on the data contained in the table and histogram above, the correctness of the students' futsal shooting movements experienced a very significant increase with the percentage of completion of the final test after being given the second cycle action amounting to 79% or as many as 42 subjects were declared "Completed" while 11 others with a percentage of 21 % was declared "Incomplete", so, from the results of the second cycle of action, researchers and collaborators agreed not to continue to the next cycle because the data was saturated and the results of the students' futsal shooting movement correctness tests had reached a percentage above 70%.

Table 8 Shooting Accuracy

No	Category	Completion Value	Pre Test	
			F	%
1	Complate	≥ 70	47	89%
2	Incomplate	< 70	6	11%
Amount			53	100%

Based on the data contained in the table and diagram above, the students' futsal shooting test results have increased from the initial test, after the first cycle of action and after the second cycle of action with a completion percentage of 89% with the following explanation: 1; Initial Test: There were 28 students who completed with a percentage of 53%, and 25 other students did not complete with a percentage of 47%, 2; After Cycle I Actions: There were 34 students who completed with a percentage of 64%, and 19 other students did not complete with a percentage of 36%, 3; After Action Cycle II: There were 47 students who completed with a percentage of 89%, and 6 other students did not complete with a percentage of 11%

Judging from the results of the actions of cycle II, the researchers and collaborators agreed not to continue to the next cycle because the data was

already saturated and the students' futsal shooting test results had exceeded 70% of the total subjects.

Table 9 Summary of Cycle II Tests

Assessment Aspects	Category		Complation Value	Status
	Complete	Incomplate		
Shooting Process	42 (79%)	11 (21%)	> 60	Incomplate
Shooting Product	47 (89%)	6 (11%)	≥ 70	Incomplate

CONCLUSION

Based on the results of the research that has been carried out, it can be concluded that there has been an increase in the correctness of futsal movements and shooting through game variations in class V and VI students who are registered as futsal extracurricular participants at SDN Srengseng Sawah 04.

Through variations in the game with steps that are in accordance with the action plan, we were able to improve the results of the movement correctness test and the futsal shooting test after the action was given in two cycles where students experienced an increase in the percentage of completion even though in the first cycle they had not met the achievement target of more than 70%. completed students.

However, after giving action in cycle II, the correctness of students' futsal movements and shooting increased optimally with a percentage of 79% of students who completed the movement correctness test and 89% of students who completed the futsal shooting test. So, the research was only carried out in two cycles.

REFERENCES

- Adiningtyas, W. P., Tomi, A., & Yudasmara, D. S. (2020). Survei Pembinaan Ekstrakurikuler Bolabasket pada Peserta Didik Sekolah Menengah Atas. *Sport Science and Health*, 2(1), 32–38.
- Allen, L., & Calhoun, E. F. (1998). Schoolwide action research: Findings from six years of study. *The Phi Delta Kappan*, 79(9), 706–710.
- Arifudin, O. (2022). Optimalisasi kegiatan ekstrakurikuler dalam membina karakter peserta didik. *JIP-Jurnal Ilmiah Ilmu Pendidikan*, 5(3), 829–837.
- Bisa, M. (2023). Sports Education as a Means of Building Student Character: Values and Benefits. *Al-Ishlah: Jurnal Pendidikan*, 15(2), 1581–1590.
- Bodsworth, H., & Goodyear, V. (2017). Barriers and facilitators to using digital technologies in the Cooperative Learning model in physical education. *Physical Education and Sport Pedagogy*, 22. <https://doi.org/10.1080/17408989.2017.1294672>
- Bozkuş, K., & Bayrak, C. (2019). The application of dynamic teacher professional development approach through experimental action research. *International Electronic Journal of Elementary Education*, 11(4), 335–352.
- Caglayan, A., Erdem, K., Colak, V., & Ozbar, N. (2018). The Effects of Trainings with Futsal Ball on Dribbling and Passing Skills on Youth Soccer Players. *International Journal of Applied Exercise Physiology*, 7(3), 44–54.
- Coakley, J. (2011). Youth sports: What counts as “positive development?” *Journal of Sport and Social Issues*, 35(3), 306–324.
- Creswell, J. (2015). Riset pendidikan: Perencanaan, pelaksanaan, dan evaluasi riset kualitatif & kuantitatif. *Yogyakarta: Pustaka Pelajar*.
- Darwis, R. S. (2016). Membangun desain dan model action research dalam studi dan aksi pemberdayaan masyarakat. *KOMUNIKA: Jurnal Dakwah Dan Komunikasi*, 10(1), 142–153.
- Edwards-Groves, C., & Kemmis, S. (2016). Pedagogy, Education and Praxis: understanding new forms of intersubjectivity through action research and practice theory. *Educational Action Research*, 24(1), 77–96.
- Greenwood, D. J., & Levin, M. (2006). *Introduction to action research: Social research for social change*. SAGE publications.
- Handoko, A. H., Jumadin, I. P., Daulay,

- B., & Riza, A. R. (2020). Media Development of Futsal Game Information Media Based on SIFSAL Application (Futsal Game Statistic Informationsystem) Faculty of Sport Science State University of Medan. *1st Unimed International Conference on Sport Science (UnICoSS 2019)*, 67–69.
- Hidayat, R., Febriani, A. R., Listiandi, A. D., Festiawan, R., & Khurrohman, M. F. (2022). Futsal training based on mini game situation: Effects on mastery of athlete techniques. *Journal Sport Area*, 7(1), 117–124.
- Indrawan, A. D., Wasan, A., & Antoni, R. (2021). FUTSAL SHOOTING TRAINING MODEL FOR EXTRACURRICULAR HIGH SCHOOL STUDENTS. *Gladi: Jurnal Ilmu Keolahragaan*, 12(01), 17–25.
- Iqbal, M., Asmawi, M., & Tangkudung, J. (2019). Investigating the effect of multimedia-based interactive basic techniques on futsal exercise variations. *Journal of Physics: Conference Series*, 1402(7), 77082.
- Kemmis, S., & McTaggart, R. (2007). Communicative action and the public sphere. *The Sage Handbook of Qualitative Research*, 3, 559–603.
- Kemmis, S., McTaggart, R., & Nixon, R. (2014). *The action research planner: Doing critical participatory action research*. Springer.
- McTaggart, R. (1994). Participatory action research: Issues in theory and practice. *Educational Action Research*, 2(3), 313–337.
- McTaggart, R. (2003). Issues for participatory action researchers. In *New directions in action research* (pp. 213–223). Routledge.
- Meesuk, P., Sramoon, B., & Wongrugsu, A. (2020). Classroom action research-based instruction: The sustainable teacher professional development strategy. *Journal of Teacher Education for Sustainability*, 22(1), 98–110.
- Müller, E. S., Costa, I. T. da, & Garganta, J. (2018). Análise tática no futsal: estudo comparativo do desempenho de jogadores de quatro categorias de formação. *Revista Brasileira de Ciências Do Esporte*, 40, 248–256.
- Najib, M., & Priambodo, A. (2019). Hubungan Tingkat Konsentrasi Siswa Terhadap Hasil Ketepatan Shooting Sepakbola. *Jurnal Pendidikan Olahraga Dan Kesehatan*, 7(3), 427–431.
- Pamungkas, B. A., Purnama, S. K., & Nuryadin, I. (2019). *Analysis of basic futsal technical skills from Indonesian national team players in the tournament off futsal championship*.
- Praniata, A. R., Kridasuwarmo, B., & Puspitorini, W. (2019). Model Latihan Passing Futsal Berbasis Small Sided Games untuk Siswa Sekolah Menengah Atas. *Journal Sport Area*, 4(1), 191–197.
- Pratama, M. F., Amiq, F., & Kurniawan, R. (2023). Survei keterampilan dasar bermain futsal pada peserta ekstrakurikuler futsal smp shalahuddin kota malang. *Bima Loka: Journal of Physical*

- Education*, 4(1).
- Setiakarnawijaya, Y., Taufik, M. S., Mulya, G., Yuliana, E., Diyananda, D., & Hanief, Y. N. (2022). The effect of modification small side games using the NAZ app to improve the futsal athlete's vo2max performance. *Journal of Physical Education and Sport*, 22(12), 3195–3199.
- Sumarni, W., Wardani, S., Sudarmin, S., & Gupitasari, D. N. (2016). Project based learning (PBL) to improve psychomotoric skills: A classroom action research. *Jurnal Pendidikan IPA Indonesia*, 5(2), 157–163.
- Vogelzang, J., & Admiraal, W. F. (2017). Classroom action research on formative assessment in a context-based chemistry course. *Educational Action Research*, 25(1), 155–166.