



Playing Futsal Development Based on Model Variations

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ABSTRACT

The purpose of the study. Universitas Syiah Kuala students who attended the Futsal TP course numbered one hundred and fifty people. And researchers determine the sample between forty five to fifty people.

Materials and methods. The steps are adapted from the book "Educational Research" by Borg and Gall which consists of ten steps.

Results. The following: first, a total of sixty-eight point fifty-six percent of participants stated that futsal games were not fun; second, seventy-three point fifty-four percent stated that the training skill model was less varied; third, ninety-three point seventy-seven percent of participants agreed that they needed new and pleasant variations, fourth, sixty-three point sixty-nine percent of futsal sports skills using and the five players.

Conclusions. Trainers who need to develop models for futsal sports skills are one hundred percent.

Keywords: *Playing Futsal Development; Model Variations.*

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INTRODUCTION

Futsal is a game that is almost the same as football in general, but there are some basic techniques that are different from soccer (Caregnato et al., 2015). This is because the shape of the field is small and the number of players is small compared to football. Futsal stands for the word Fútbol (soccer) and sala (room) from Spanish or futebol (Portugal / Brazil) and salon (France) (Ruiz-Pérez et al., n.d.). This sport forms a player to always be ready to receive and feed the ball quickly in the pressure of the opponent's game. There is often a defeat in one team because the initial foundation is not built

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firmly, meaning that the same thing with football in futsal also has basic techniques that must be mastered by every player (Matzenbacher et al., 2016). Even basic techniques in futsal will be successive or in a short time will continue to experience repetition, so it is natural that even more rapid fatigue occurs. At the student level it is also not necessarily the existence of good skills in playing futsal sports, this is based on one's interests to the level of mere hobbies (Avelar et al., 2008). To learn this basic technique depends on the habits and perseverance of each individual. But the fact that many occur in the field after the researcher observes students, especially Universitas Syiah Kuala, has a degree of difficulty in understanding and practicing basic movements or basic futsal techniques (Wimala et al., 2019). This was evidenced when the researcher conducted an initial test each time giving a futsal course to determine the level of mastery of the basic techniques of each student (Mascarin et al., 2019). After several times the author gave an overview of using interactive multimedia, there was an increase. Therefore, the writer wants to develop basic techniques of futsal training using. The purpose of this development is that anyone who wants to know both basic techniques and some basic engineering exercises can easily be understood because it can be seen on a TV screen and can be set or can be selected desired (Sabdono et al., 2019).

MATERIALS AND METHODS

Study participants

This research was conducted at Universitas Syiah Kuala. The reasons and consideration for determining as a place of research are: (a) Universitas Syiah Kuala is a place where researchers teach and hone the skills of students. (b) USK is the only private sports college in BNA and so far it has started to grow and develop in the futsal branch. (c) The Chairperson of USK and Chairperson of the Sports Education Study Program strongly support that this research will be conducted at the Universitas Syiah Kuala campus.

Study Organization

The research on the development of a training model for students consists of three stages, with the design steps that describe the explanations that have been modified



and harmonized with the objectives and conditions of the actual research. For the purposes of this study, researchers adapted Borg and Gall steps carried out in 10 stages, namely "research and information, collecting planning, developing preliminary form of product, preliminary field testing, main product revision, playing field testing, operational product revision, operational field testing , final product revision, dissemination and implementation(Wimala et al., 2019). 1) Preliminary Research

This stage includes activities: needs analysis, literature review, initial observation in the field, identification of problems encountered in the field, and collecting data on supporting and inhibiting factors in the exercise conducted in February 2022 in Banda Aceh. The research method used in this preliminary study is a field survey by conducting direct observation and conducting interviews. Based on the results of the needs analysis and literature study, a guideline is used to plan the design of the training model for basic technical skills in playing futsal which will be developed in the study(Ayarra et al., 2018). 2) Model Development Planning. The researcher made the initial product development design based on the results of the literature study and needs analysis, in this development process described the steps of product development, the technical implementation of limited trials, revisions, broader trials, final product revisions, dissemination and implementation. The design of this basic futsal playing skill training model design was carried out in BNA from January to March 2022. Product planning is the development of training models to improve the basic technical skills of this student futsal playing in the form of (1) dribbling , (2) passing , (3) shooting , (4) Chipping, (5) Control. which is then validated by experts. This model is quoted from Arif S. Sadiman who has the following steps 1)The first step is to determine the ideas that will be developed. The step is to collect information as a rationale for making the concept you want to make, 2) Writing the product design script, 3) revising the product I, revisions made by experts who understand the material. 4) prototype production, by taking pictures of the training process with audio-visual media (camcorders), 5) Prototype trials, namely testing of field subjects both phase I trials and phase II trials, 6) Revision of the second product by revising the experts to



obtain perfect results, 7) Reproduction, product improvement to reach the expected final product in development (Jimenez et al., 2016).

In drafting the exercise model for the basic skills of playing futsal, expert involvement began from designing the model, discussion after the small group test video was completed. Before the model is tested, the model design is discussed again whether it is as expected (Academy, 2017). After the small group trial was videotaped, the results were replayed to see deficiencies that needed to be corrected. Expert judgment (expert on futsal experts) in this study were three trainers namely: (1) Justinus Lhaksana (Former Indonesian Futsal National Team Coach), (2) Fauzan, and (3) Exa. 3) Validation, Evaluation and Model Revision a. Assessing Expert (Expert Judgment) Model design practice basic engineering skills playing futsal has been prepared as early products, validated by experts futsal training materials in April 2022. H an lati matter experts provide feedback, suggestions, such as ratings, comments through instruments distributed to him. The results of the validation are revised on the product called the first product revision (I) (*Case Study Research: Design and Methods - Robert K. Yin - Google Buku*, n.d.). b. trials for small groups (small Group Try-outs) The next stage is the product testing stage is carried out after the basic training model for playing futsal is produced based on the first product revision. Product trials are carried out systematically and sequentially after the product is revised. The revised model product was tested on a small group of 12 students May 16-22, 2022 at Universitas Syiah Kuala students (Nuno et al., 2015). This activity was guided by futsal coaches where previously they were given direction on the implementation of the basic technical skills training model for playing futsal. H acyl these trials become a reference for revising products to u (II). c. trial to large groups (Field Try-out). Based on the results of revision of product II, it was followed by a field trial with a number of students greater than 30 students on 30 May - 4 June 2022 at the Universitas Syiah Kuala . In this field trial the implementation of the activities was guided by trainers who had previously been briefed on the training model of basic skills in playing futsal to be developed. The results of this trial are used for the third product revision (III). The results of this trial were revised products that will be used as guiding concepts and



script concepts (storyboard script). The draft text has been compiled, consulted with a h li media to be used (Teixeira et al., 2018). The results of the trial data of a small group of 12 students and field trials of 30 students were collected through questionnaire instruments and field notes as feedback (feedback) that can be used as an improvement and refinement of the next training model to the optimization phase of the ready-to-use model (Galy et al., 2015).

Starting from the results of the third product revision (III), a manual book and video product model of basic technical skills for playing futsal was created . After this product was finished, it was validated by the instructional / training media expert and trainer expert in June 2022. The experts gave suggestions, input in the form of assessment, comments through the questionnaire instrument after observing the video playback resulting from the development of the basic skill model for playing futsal. The results of the expert validation are used as a revision of the final product and then the effective final product is obtained. The final product results in the form of a guidebook and video training model for basic technical skills in playing futsal (Santos-Silva et al., 2018). 4) Model Implementation. The stage of implementation of the final product training model of basic technical skills playing futsal, aims to determine the effectiveness of the model, conducted a trial involving students 14 June - 24 July 2022 at the Universitas Syiah Kuala (Hamid et al., n.d.).

Data Collection

The data collection technique in this study uses the following: a). field notes to record observations of student behavior when needs analysis, b). Questionnaire as a trial instrument for experts; media, coaches, and students in the form of questions by referring to the following assessment guidelines: (1) score 4 if the answer is very precise, very good, very clear, very feasible, very appropriate, very interesting, very complete, very improved, very good; (2) score 3 if the answer is right, good, clear, feasible, appropriate, interesting, complete, increasing, good; (3) score 2 if the answer is incorrect, poor, unclear, inadequate, inaccurate, less attractive, incomplete, lacking, not good; (4) score 1 if the answers are incorrect, not good, unclear, inadequate, inappropriate, uninteresting, incomplete, not increasing, not good, also including



entries in the suggestion and input fields from experts and students (Barcelos et al., 2017).

Data Analysis

Data collected during needs analysis, expert validation: exercises, media, and small, large group trials in the form of qualitative data, the results of observations and suggestions as well as input and qualitative data in the form of questionnaire results and also the results of effectiveness tests. Qualitative data was analyzed when data collection took place and after data collection was completed, by summarizing the data to select the main and important things, then presenting data so that it was easy to understand according to what happened and to plan further work. The next work is drawing conclusions and verification which is a new finding in the form of a descriptive (Hawindri, 2016).

RESULTS AND DISCUSSION

The models developed include ball recognition skills, passing skills, shooting skills, dribbling skills, chipping skills, and heading skills. With a number of 36 variations of the training model.

There are four main assessment variables evaluating learning technology experts on the developed interactive multimedia namely; multimedia graphic design, animation and sound effects, a combination of sound and video images, and ease of use. Based on the data presented above, the results show that the interactive multimedia product of this futsal skill training model obtained a total score (X) of 271 from the maximum score (Xi) 288 with a percentage of 94.04, which means that overall the product meets good criteria so that it can be used on actual learning.

Based on the evaluation of futsal experts on the developed training model, the results show that the product of this futsal skill training model is feasible for use in actual learning, seen from the four main assessment variables namely; the completeness of the training model, the accuracy of the training model related to futsal skills, the accuracy of the description of each model, and the accuracy of the video. The results showed that the product of this futsal skill training model obtained a total score (X) of 413 from the maximum score (Xi) 432 with a percentage of 95.60 which



means that the overall product met good criteria, so that it could be used in actual learning. The following table shows the results of a small group trial of a variety of interactive multimedia based futsal training models obtained from 12 students:

Table 1. The results of a small group trial of a variety of interactive multimedia based futsal training models obtained from 12 students.

No	Item	X	Xi	Percentage	categories
1	Completeness of training models in increasing student knowledge and skills	3.75	4	93.75	Valid
2	Determination of training models with futsal skills concepts	3.67	4	91.67	Valid
3	Determination of description on each model	3.50	4	87.50	Valid
4	Video accuracy	3.75	4	93.75	Valid
5	Multimedia graphic design	3.75	4	93.75	Valid
6	Animated graphics and sound effects	3.67	4	91.67	Valid
7	Combination of images, sounds and videos	3.75	4	93.75	Valid
8	Ease of Use	3.50	4	87.50	Valid
total		29.33	32		
Average				91.67	

Table 2. table shows the results of a large group trial of a variety of models of interactive multimedia-based futsal training obtained from 60 students.

No	Item	X	Xi	Percentage	categories
1	Completeness of training models in increasing student knowledge and skills	3.77	4	94.17	Valid
2	Determination of training models with futsal skills concepts	3.73	4	93.33	Valid
3	Determination of description on each model	3.73	4	93.33	Valid
4	Video accuracy	3.67	4	91.67	Valid
5	Multimedia graphic design	3.70	4	92.50	Valid
6	Animated graphics and sound effects	3.70	4	92.50	Valid
7	Combination of images, sounds and videos	3.77	4	94.17	Valid
8	Ease of Use	3.80	4	95.00	Valid
total		29.87	32		
Average				93.33	

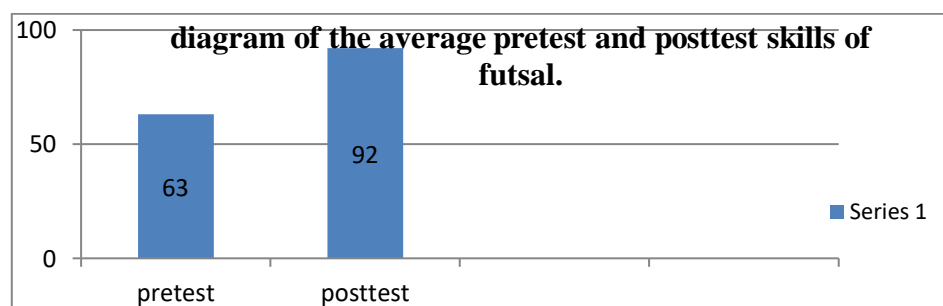


Figure 1. Diagram of the average pretest and posttest skills of futsal.

Based on the data obtained from the gain score calculation, the average gain score is 0.78, which means that the product developed has contributed to the high level of the futsal training process..

CONCLUSION

Based on the data obtained, from the results of field trials and discussion of the results of the study can be concluded through this interactive multimedia-based futsal skills training model students can learn and carry out exercises effectively and efficiently in mastering both theoretical and practical material. Based on the conclusions obtained, some suggestions can be conveyed as follows: this development product is a printed book futsal skills training model can be used as a reference or additional reference for trainers, teachers, students and lecturers of futsal basic motion courses. The interactive multimedia based futsal skills training model contains a variety of training models and guidelines for their implementation in a concise and easy to understand manner so it is highly recommended for students or athletes to be utilized in exploring futsal training skills well.

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