

The Role of Coaches in Shaping the Character of Futsal Extracurricular Children at SD Muhammadiyah 1 Menganti

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ABSTRACT

Character building is a crucial aspect of education, aiming to nurture a generation with integrity and a sense of responsibility. This study seeks to explore the role of futsal coaches in shaping students' character through extracurricular activities at SD Muhammadiyah 1 Menganti. A qualitative descriptive approach was employed, with data collected through observation, interviews, and documentation. The research involved eight fourth and fifth-grade students actively participating in futsal, as well as the coach, principal, physical education teacher, and homeroom teachers as supporting informants. The findings reveal that the coach plays a role not only in teaching technical skills but also in guiding students' character development. During training, the coach instills values such as discipline, responsibility, teamwork, sportsmanship, and leadership through several approaches, including modeling positive behavior, consistently enforcing rules, using constructive communication, providing motivation tailored to each student's character, and implementing a fair reward-and-consequence system. The impact of these approaches is evident in the students' behavioral changes, both during training sessions and in their school and home environments. Students demonstrated improved discipline, self-confidence, teamwork skills, and a sense of responsibility. This success is further supported by the school's commitment, effective communication with homeroom teachers, and active parental involvement. In conclusion, futsal can serve as an effective medium for character development when guided by a coach who fully understands their role. Futsal is not merely a sports activity but also a platform for imparting life values that foster students' holistic development – physically, socially, emotionally, and cognitively.

Keywords: *Futsal Coach, Student Character, Extracurricular Activities, Elementary School, Character Education*

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INTRODUCTION

Character education is a fundamental aspect of the national education system that aims to form a generation of nations with integrity and quality. In the context of education in Indonesia, character formation is not only carried out through formal learning in the classroom, but also through various extracurricular activities that are applicable and fun. Character education as mandated in Law Number 20 of 2003 concerning the National Education System emphasizes the importance of developing students' potential holistically, not only from the cognitive aspects but also affectively and psychomotor (Ministry of Education and Culture, 2017). (Mandala Siregar, 2018) (Stuttgart Dwi Rizki, 2016)

One form of extracurricular activity that has proven effective in instilling character values is futsal. Futsal as a sport that is played in teams not only develops physical abilities and game techniques, but also becomes a very effective medium for character learning. Through the dynamics of fast-paced and interactive games, students learn to face challenges, manage emotions, and make decisions under pressure. The characteristics of the game of futsal that require team coordination, strategy, and sportsmanship make it an ideal means to instill character values such as discipline, cooperation, sportsmanship, and mental toughness (Pinton Setya Mustafa, 2022) (Soedjatmiko, 2017).

Based on the results of observations conducted at SD Muhammadiyah 1 Menganti, it was found that futsal extracurricular activities received a very positive response from

students. However, in its implementation, there are still several obstacles and challenges, especially related to the coach's approach in integrating character formation with the development of futsal technical skills. This is because there is no systematic guidance for coaches in carrying out their dual role as technical coaches as well as character builders of students. (Hendrawan et al., 2020) (Yoga Rikhi Hermawan, 2021)

In futsal extracurricular activities, coaches have a very strategic and multidimensional role. More than just a game technique teacher, the coach plays the role of a character coach who shapes students' behavior and attitudes directly through daily interactions during the training and competition process. The coach's approach in training, motivating, giving direction, and becoming a role model is the key in the process of internalizing character values in students. As is known, students at primary school age are in a very crucial period of development, where they easily absorb and imitate the behavior of the adults around them, including sports coaches (Bhughe, 2022) (Candra et al., 2023) (Marauleng et al., 2024).

Sports-based learning media such as futsal has advantages because it can stimulate various aspects of child development simultaneously. Not only does it develop motor skills and body coordination, but it can also stimulate cognitive aspects through understanding game strategies, social aspects through interaction with teammates, and emotional aspects through pressure management and competition. This is in line with a learning approach that prioritizes hands-on experience and fun learning, where students can experience firsthand the character values taught through real practice in the game (Ahmad Hidayat & Mahendra, 2024) (Hartini et al., 2017) (Taruna et al., 2017).

SD Muhammadiyah 1 Menganti is one of the elementary schools that actively develops futsal extracurricular activities as an integral part of the school's character education program. Although this program has been running and received a positive response from students, parents, and the school, there has not been a specific study that describes in depth the contribution of coaches in the process of forming students' character. This research is important to be carried out to provide a comprehensive picture of how the role of coaches can be optimized in instilling character values through futsal activities.

Based on the presentation that has been explained, it is necessary to conduct in-depth research on "The Role of Coaches in Shaping Students' Character Through Futsal Extracurricular Activities at SD Muhammadiyah 1 Menganti" to analyze and identify effective strategies, methods, and approaches in integrating character formation with futsal skill development.

METHOD

Research Design

The research design that will be used in this study is qualitative research with a descriptive approach. The researcher will analyze and describe the role of coaches in shaping students' character through futsal extracurricular activities at SD Muhammadiyah 1 Menganti. This research will use observation methods, in-depth interviews, and documentation to collect accurate data on the strategies, methods, and approaches used by the trainer in the process of character formation of students. (Prof. Dr. Sugiyono, 2013)

This research will be carried out in several stages, namely the research preparation stage by conducting initial observations to understand the conditions and dynamics of futsal extracurricular activities, then the data collection stage through direct observation of training activities, interviews with coaches, students, and schools, as well as documentation of activities. After that, a data analysis stage is carried out to identify patterns of character formation that occur during the futsal training process to get accurate results, namely describing the role of coaches in shaping student character through futsal extracurricular activities.

Data analysis techniques refer to an interactive analysis model consisting of three stages, namely data reduction, data presentation, and conclusion drawn. Data reduction is carried out from the beginning of the data collection process by sorting out relevant

information and arranging it based on thematic categories. The reduced data is then presented in the form of a systematic narrative, making it easier for researchers to identify certain patterns or tendencies. The final stage in the form of drawing conclusions is carried out reflexively and continuously during the research process, in order to gain a deep understanding of the phenomenon being studied. The three stages of analysis take place interactively and interrelated, allowing for dynamic adjustment and deepening of the analysis. (Miles et al., 2015)

Research Location and Time

This research was conducted at SD Muhammadiyah 1 Menganti which is located at Jl. Raya Menganti No. 123, Menganti, Kec. The implementation time was held 8 times, in the first meeting, the activity was carried out by conducting initial observations and interviews with the coach regarding character formation methods, the second meeting was carried out direct observation of futsal training activities and the interaction of the coach with students in instilling discipline values, the third meeting continued by observing the coach's strategy in developing teamwork and student sportsmanship, The fourth meeting of the activity was continued with an in-depth observation of the coach's motivation and communication techniques to students, the fifth meeting conducted interviews with students participating in futsal extracurriculars regarding their perception of the role of coaches, the sixth meeting conducted interviews with teachers and principals related to the impact of futsal activities on students' character, the seventh meeting was observed on the evaluation and reflection carried out by the coach with students, The eighth meeting was continued with documentation and confirmation of research data.

Population and Sample

The population used in this study is students participating in futsal extracurricular activities consisting of 15 students in grades IV and V at SD Muhammadiyah 1 Menganti which is part of the number and characteristics of the population. Sampling in this study was carried out by nonprobability sampling, which is a sampling technique that does not provide equal opportunities or opportunities for each element or member of the population to be selected as a sample (Prof. Dr. Sugiyono, 2013). In this study, the sample selected was 8 futsal extracurricular students who were selected based on certain criteria such as activeness in participating in training activities, level of involvement in interaction with coaches, and willingness to participate in research interviews.

Research Instruments

This study uses three main types of instruments, namely structured observation guidelines, in-depth interview guidelines, and documentation guidelines. The three instruments were compiled to obtain comprehensive data according to a qualitative approach. Observations were carried out directly on the implementation of futsal extracurricular activities by focusing on 25 aspects that reflect four main dimensions: character formation strategies by coaches, communication methods, motivation techniques, and interaction patterns between coaches and students. (Prof. Dr. Sugiyono, 2013)

This research instrument includes structured observations, in-depth interviews, and documentation. Observations were made to directly observe the role of coaches in shaping student character through futsal activities. The main focus of observation included the coach's strategies for instilling character values, the way the coach communicated and motivated students, and the interaction patterns built during the exercise. These aspects were observed to see how the coach integrates character learning in sports activities in real life. (Prof. Dr. Sugiyono, 2013)

In-depth interviews were conducted with three groups of respondents: coaches, students, and principals or teachers. Interviews with coaches explore strategies, communication methods, motivational techniques, and approaches used in fostering students' character. Meanwhile, interviews with students aim to find out their experiences while participating in futsal and how the role of coaches is felt directly. From the school's side, the interview focused on the effectiveness of futsal activities in shaping positive attitudes and behaviors of students (Miles et al., 2015).

Documentation serves as complementary data and validation of interview and observation results. The evidence collected includes photos of activities, training videos, schedules and attendance lists, as well as other supporting documents such as student development evaluations and futsal practice rules. All of these instruments are used in an integrated manner to obtain a comprehensive picture of the coach's contribution to the formation of student character through futsal extracurricular activities.

FINDINGS AND DISCUSSION

Interview Results with Grade V and VI Futsal Extracurricular Participants

Ahmad Fauzi (Class V)

Ahmad admitted that he was happy and motivated to participate in futsal activities at school. He explained that coaches not only teach basic futsal techniques such as short passing, ball control, quick dribbling, and shooting, but also instill character values such as discipline, honesty, and teamwork. According to Ahmad, when players make mistakes, the coach does not immediately scold, but gives directions and explanations in an easy-to-understand way. He also assessed that coaches are a good example for students, such as always arriving on time, being sportsmanlike, and treating all students fairly. Through futsal training, Ahmad feels that he is increasingly able to cooperate with friends and learn not to be selfish in the game.

Siti Nurhaliza (Class VI)

Siti sees the coach as a patient and understanding person. According to him, coaches always emphasize the importance of sportsmanship in every training session. He also often gets praise for showing a positive attitude, such as helping a friend. If anyone violates the rules, the coach will give an understanding first. Siti feels that she is now more responsible and easier to communicate with friends.

Bayu Setiawan (Class V)

Bayu said that the coach really understands the abilities of each student. He assessed that coaches always provide motivation that is tailored to the character of each child. In training, teamwork is highly emphasized. Bayu also appreciated the coach's fair attitude in treating all students. After regularly participating in futsal, Bayu feels more disciplined and confident.

Rina Maharani (Class VI)

According to Rina, coaches have a unique way of teaching character values, one of which is through inspirational stories. He also feels that the coach does not only focus on talented students, but pays attention to all. Rina learned to accept defeat and manage her emotions better. He also appreciates the efforts of his friends even more.

Dimas Pratama (Class V)

Dimas considered futsal training fun because the atmosphere was not tense but still serious. Coaches often make variations of exercises so that they are not boring. He learns responsibility through tasks such as maintaining the cleanliness of the field. Dimas feels more confident and has a leadership spirit after participating in futsal.

Aulia Rahmawati (Class VI)

Aulia feels that the coach helps her a lot in shaping her character. Coaches always set an example of how to be sportsmanlike. He also became a mediator when there was a conflict between students. After participating in futsal regularly, Aulia feels more patient and better able to control her emotions.

Rizki Maulana (Class V)

Rizki said that the coach has a personal approach. He not only focuses on playing techniques, but also emphasizes the importance of responsibility and a positive attitude in daily life. According to Rizki, coaches are very consistent in applying the rules and providing educational consequences. He feels that his discipline and sense of responsibility have increased.

Princess Salsabila (Class VI)

Putri saw that the coach understood that every student was different. He feels given space to develop according to his abilities. In the exercise, the coach gives students the opportunity to take turns leading. Putri learned a lot about communication, cooperation, and decision-making.

Interview Results with the Principal

Assidik Wibowo ST

He considered futsal as one of the superior programs that not only supports physical development, but also the character of students. The principal noted significant changes, especially in student discipline and leadership. He said that the coordination between the coach and the school went well, and was supported by special facilities and schedules. The evaluation was carried out through direct observation and input from the classroom teacher.

Interview Results with Futsal Coach

Muhammad Rizal, S.Pd

Coach Rizal explained that he designed the training by combining playing techniques and character building. Values such as cooperation, sportsmanship, and discipline are always applied in every session. He uses a personal approach and language that is easy to understand. Student evaluation is carried out through observation, discussion with parents, and class teachers. The main obstacle stems from the difference in student character and limited practice time.

Interview Results with Sports Teacher

Ahmad Firdaus, S.Pd

Sports teachers assessed that futsal supports PJOK learning in schools. He sees an improvement in students' fitness and motor coordination. The value of sportsmanship and cooperation is also carried over to other lessons. Coordination between trainers and teachers runs smoothly, including in sharing information and developing training methods.

Interview Results with Homeroom Teacher V

Aminah, S.Pd Sites

The homeroom teacher stated that students who participated in futsal showed better discipline. They are also more capable of working in groups and have an unyielding attitude. According to him, futsal also supports character education in the classroom, and students tend to have stable academics and better social skills.

Interview Results with Class VI Homeroom Teacher

Fatimah Azzahra, S.Pd

He observed that futsal students have good time management and high responsibility, especially in preparing for exams. They are also more confident in speaking and have a strong mentality in dealing with pressure. Fatimah considers futsal to be very helpful in preparing students for the next level of education.

Discussion

The results of the interview with the futsal coach of SD Muhammadiyah 1 Menganti show that the interview with the futsal coach shows that the approach used in shaping the character of students is carried out in harmony with training activities. Coaches not only train futsal technical skills, but also instill values such as discipline, cooperation, responsibility, and sportsmanship. He sets a direct example through his daily attitudes and behaviors, and applies the rules of practice consistently. *The rewards and punishments given are educational, not just punishment* (Stuart O'Brien et al., 2025)

In terms of communication, the coach uses language that is easy to understand and an approach that suits the character of each child. He gives praise when students show progress and provides support when students face difficulties. This creates a positive training atmosphere and builds closeness between the coach and the student, which is a strong foundation in character building. (Husna & Ramadan, 2018)

The positive impact of this program is felt by students. They admitted to becoming more disciplined, confident, and able to work together in a team. The values gained during the exercise also carry over to activities at school and home. Homeroom teachers and principals also observed changes in student behavior, especially in terms of discipline and

leadership. This shows that character formation through futsal succeeds in instilling value across the board (Farizki et al., 2023) (Arbadini & Mu'arifin, 2024).

Coaches also face challenges, such as student differences in abilities and time constraints. However, this is overcome through a personal approach, coordination with teachers and parents, and regular evaluations. School support in the form of facilities and training time also strengthens the success of the program. With a holistic and comprehensive approach, futsal extracurricular activities have proven to be an effective means in shaping students' character (Schubring et al., 2024).

CONCLUSIONS

Based on the results of the research conducted, it can be concluded that futsal coaches at SD Muhammadiyah 1 Menganti have an important role in shaping the character of students. The approach applied not only focuses on the technical capabilities of the game, but also emphasizes values such as discipline, cooperation, sportsmanship, and responsibility. This is done through exemplary attitudes, consistency in applying rules, and ways of communicating that build and motivate students. Futsal extracurricular activities have been proven to have a positive impact on students' behavior and attitudes, both during practice and in their daily lives at school and at home. The involvement of schools, teachers, and parental support is also an important supporting factor in the success of this program. Thus, futsal is not just a sports activity, but also an effective means to instill character values in students as a whole.

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