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## FUTSAL BALL LEARNING MEDIA WITH SIMPLE AND ENVIRONMENTALLY FRIENDLY TOOLS

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**Abstract.** This study aims to produce educational device products based on simple tools in futsal learning at MI MIFTAHUL HUDA 1. This study applies a research approach with the Classroom Action Research (CAR) method. The participants involved are futsal extracurricular participants at MI MIFTAHUL HUDA 1. For data collection instruments in the form of planning, action, observation and reflection by observing the learning process directly during practice, the results of the overall product trial involving MI MIFTAHUL HUDA 1 students in a group trial with a sample of 33 students. By utilizing these simple tools, futsal learning can be done in a fun, practical, and more accessible way to the wider community. In addition, the use of environmentally friendly tools is also expected to foster awareness of the importance of environmental conservation among students. The results of this study indicate that the use of futsal ball learning media with simple and environmentally friendly tools is not only effective in improving futsal skills, but can also have a positive impact on students' environmental awareness. Based on the research results and discussion data, it can be concluded that learning basic futsal techniques with simple tools designed for elementary school students is categorized as very feasible and can be used without changes.

**Keywords:** Sports; Futsal; Simple aids; Innovation; Passing



## **INTRODUCTION**

As time goes by, the development of technology in today's sports is very rapid, as evidenced by the many changes starting from sports infrastructure. The advancement of today's technology cannot be separated from people who have high ideas and creativity (Syakur 2017). Futsal is sports that are increasingly popular in various circles, good children, teenagers, and adults (Wenly et al. 2021). As Wrong One form development skills sport, futsal no only teach technique play, but Also increase Work The same team, strategy, and fitness physical (Alexander et al. 2024) (Ginciene et al. 2023). However, in the process of learning futsal, there are often limitations means And infrastructure that can hinder development skills participant educate (Rojabi 2024).

For overcome constraint in this regard, innovative, simple and effective learning media are required friendly environment (Ardiansyah 2020). Use tools simple easy found around we can become solution effective alternative in the futsal learning process (Fathurrohman, Subroto, and Rahmat 2024). For example, the ball plastic, cone exercise from bottle former, Approach This No only help overcome limitations facilities, but also to plant awareness will importance guard environment since early. Through, friendly learning media environment this, it is expected participant educate can more active and creative in practice futsal without depends on equipment expensive. Besides that, method this Also can give experience learn more fun, supportive sustainability environment, and develop skills sport with a better way inclusive And innovative (Castamin 2021).

The main objective of PJOK is to ensure increased student activity when participating throughout the learning hours. Futsal, as a popular team sport, requires its players to play without the ball properly and use fast ball movements to attack and defend. In addition, physical, mental, and technical strength are needed by futsal players. Futsal players must be proficient in basic techniques such as passing, control, chipping, dribbling, and shooting accurately (Sports 2024). In learning activities, futsal not only develops physical skills but also teaches the importance of strategy and teamwork. Through consistent and varied training, students can improve their individual skills while learning how to contribute effectively to a team (Hanif 2024).

Futsal becomes more than just a physical activity; it becomes a comprehensive educational tool for developing students' character and competence (Toha 2020). For physical education is different in each school in Indonesia, teachers are expected to be

able to utilize all available resources as best as possible to maximize the learning process (Mawardi 2019). The aim of media modification is to overcome the lack of facilities and infrastructure in schools, and also to teach students to be able to utilize the things around us to overcome a problem (Ardiansyah 2020).

## **METHOD**

The method used in this research is Classroom Action Research (CAR) with the Kemmis & McTaggart model and consists of planning, action, observation, and reflection (Adolph 2016). The subjects in this study were 33 students of grade VI MI MIFTAHUL HUDA 1. The research procedure began with observation of students of grade MI MIFTAHUL HUDA 1, in the process of learning Physical Education with futsal ball learning material. Then there was a problem, so to solve the problem by using futsal ball aids, plastic balls, cones from used bottles.

Planning At this planning stage, the researcher prepares learning tools and instruments, namely: (1) Research plan. (2) Field Notes of Action This action research uses aids that are arranged in a structured manner starting from easy to difficult movements. This is designed as follows: Cycle I (8 meetings) using a plastic ball, performing passing movements with a plastic ball while standing still, performing passing movements with a plastic ball while walking forward.

At this planning stage, the researcher prepares learning devices and instruments, namely: (1) Research plan. (2) Field notes. Procedures in making modifications include preparation, implementation, and evaluation.

This action research uses tools that are arranged in a structured manner starting from easy to difficult movements. It is designed as follows: Cycle I (8 meetings) using plastic balls and cones from used bottles, doing movements such as dribbling so that students become accustomed to using futsal balls, doing passing movements with plastic balls while staying in place, doing dribbling movements with plastic balls while walking forward past cones from used bottles. Doing passing movements by pairing students with teachers, when the teacher kicks the ball to his students, the students do passing movements. The stages of the movement are doing passing movements using real balls by dividing students into two groups in pairs, then the students pass the ball to each other with their partners in turn, doing passing movements by playing using a modified field,

the aim is so that students are stimulated to be able to do upper passing movements properly and correctly.

Cycle II (8 x meeting) using a plastic ball and doing ball passing movements using a plastic ball while staying in place to control the ball, doing plastic ball passing movements by walking forward, doing passing movements using cones from used bottles arranged in parallel with a distance of 1 meter, doing passing movements through the middle of the cones arranged in parallel to the partner, the student does a passing movement to the partner, doing passing movements using a real ball by dividing the students into two groups in pairs, then the students pass the ball to each other with their respective partners in turn, doing passing movements by playing using a modified field, the aim is so that students are stimulated to be able to do upper passing movements properly and correctly (Sulistiadinata 2020) .

Observation or observation is an effort to observe the implementation of actions. Observation of the action process carried out aims to document the implementation of learning as outlined in the action plan, the influence of actions that are oriented towards the future, in this case the next activity, and is used as a basis for more critical reflection activities.

Observation activities are carried out simultaneously with the learning process. Things recorded in this observation activity include the action process, the influence of intentional and unintentional actions, the situation of the place and actions, and the obstacles faced. All of these things are recorded in observation activities that are planned flexibly and openly. To find out whether the learning process carried out is in accordance with the scenario that has been prepared together, an evaluation needs to be carried out. In addition, it also aims to determine the level of achievement of the expected learning targets.

Reflection is a very important part of understanding and giving meaning to the learning process and results that occur, which is done by: (a) when thinking about the actions to be taken, (b) when the action is being carried out, and (c) after the action is carried out. The activities carried out when reflecting are, analyzing, and evaluating or discussing the data that must be obtained, compiling an action plan, the results of which are obtained through observation activities (Susanti 2020).

The four components of the action research above which are in the form of a series are seen as cycles I and II. Therefore, the definition of a cycle in this case is a round of activities consisting of planning, action, and implementation. *Acting*, observing, and *reflecting*. The cycle is stopped if the researcher and collaborator agree that the understanding of learning passing movements in futsal learning has been able to increase student motivation.

The instrument used in this study uses an observation sheet using the motion stage method consisting of 13 stages of data analysis techniques used using statistical descriptions by looking at the KKM of 75%. To determine the KMM using the Assessment Reference Benchmark.

## RESULTS AND DISCUSSION

Based on the results of the Pre-Cycle, 10 students completed the 29% and 25 students did not complete the 71% with a class average of 62.57. The number of students who achieved the KKM can be seen in Figure 1.

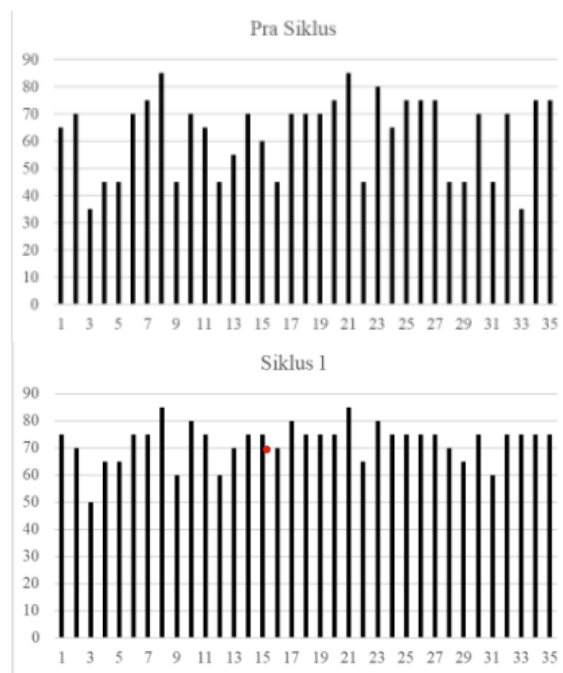


Figure 1. The number of students who achieved the KKM

In cycle 1, there were 23 students who completed the 66% and 12 students who did not complete the 34 with a class average of 72.29. The number of students who achieved the KKM can be seen in Figure 2. In cycle 2, 33 students completed the course with a class average of 80.86. In the first test, the test results showed that many students

had not succeeded in passing accurately and dribbling correctly. Initial analysis indicated several common mistakes that were often made, such as incorrect foot position, dribbling position, when passing the ball, inappropriate kicking power, and lack of coordination with teammates.

They tend to lack understanding of important basic concepts, such as correct body position when receiving a pass and dribbling the ball, and how to direct the ball with precision. This indicates the need for greater emphasis on theoretical aspects during the learning session, so that students can understand the basics of passing techniques well before practicing on the field. After evaluation and reflection at the end of the first test, improvements were made to the learning method in the second test.

The exercises carried out include various variations of passing, such as dribbling, short, long passing, and passing with a specific target. With more focused and structured training, students are expected to be able to develop their passing skills better (Syah 2024). In the second test, the test results showed significant improvements. Students began to show a better understanding of passing techniques. Students showed a more positive attitude, such as arriving on time, focusing during practice, and supporting each other among classmates. This more disciplined attitude and good cooperation created a conducive learning environment, so that students could learn and practice more effectively.

This improvement shows that the exercises carried out in a structured and continuous manner, as well as the use of cone media as an aid, are very effective in improving students' passing abilities. After the test is completed, the students are lined up and then the teacher provides an evaluation of the results of the test implementation.

## **CONCLUSION**

This study shows that the use of cones can effectively improve passing accuracy in futsal games for grade VI students of MI MIFTAHUL HUDA 1. The results of the study conducted in two tests indicate that training using cones from used bottles as aids has a significant positive impact on students' passing abilities.

In the first test, students showed a number of weaknesses in basic techniques and dribbling passing, both from cognitive, affective, and psychomotor aspects. Many

students have not mastered the correct passing technique and showed a lack of understanding of the basic concept of passing.

In the second test, there was a significant improvement in students' passing ability. Students showed a better understanding of passing techniques, higher discipline, and better teamwork. This improvement shows that structured training, the use of cone media from used bottles as aids, and constructive feedback are very important to improve passing skills in futsal.

The results of this study confirm that the right learning method and the use of effective training media can help students master basic techniques better. Coaches and instructors can use the results of this study as a reference in designing better and more effective training programs. Thus, it is expected that students can play futsal more effectively and efficiently, and develop skills. Overall, this study contributes to the field of physical education by providing empirical evidence on the effectiveness of using cone media in improving passing accuracy in futsal (Hrp nd) .

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