

THE ROLE OF FUTSAL EXTRACURRICULAR ACTIVITIES IN DEVELOPING LEADERSHIP AND TEAMWORK SKILLS AMONG STUDENTS

Alief Zikrirullah¹, Nanda Alfian Mahardhika²
Universitas Muhammadiyah Kalimantan Timur^{1,2}
2211102422017@umkt.ac.id¹, nam791@umkt.ac.id²

Abstract

This study explores how futsal extracurricular activities contribute to the development of leadership qualities and teamwork skills among students at SMP IT Madina Samarinda. Employing a descriptive qualitative approach, the research draws primarily on in-depth interviews with students, coaches, and supervising teachers. The findings indicate that participation in futsal plays a substantial role in fostering leadership attributes, including responsibility, discipline, decision-making abilities, and effective communication. Futsal also serves as a social learning platform that strengthens teamwork through coordination, solidarity, and mutual empathy among players. The group dynamics emerging during training sessions and competitions enable students to practice emotional regulation, appreciate individual differences, and manage conflicts in constructive ways. These experiences further cultivate positive character traits such as sportsmanship, confidence, and commitment to shared goals. Theoretically, the results reinforce the concepts of experiential learning and shared leadership, emphasizing that team-based sports function as an effective medium for character and leadership development. Thus, within the school setting, futsal acts not only as a physical activity but also as a holistic character-building program that nurtures youth to become collaborative and principled individuals.

Keywords: *Futsal as a sporting activity, leadership development, team collaboration dynamics, character education, and the context of junior high school students.*

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Correspondence Author: Alief Zikrirulla, Universitas Muhammadiyah Kalimantan Timur, Indonesia.

E-Mail: 2211102422017@umkt.ac.id

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INTRODUCTION

In the evolving landscape of education, schools are expected not only to cultivate strong academic performance but also to foster students who possess solid character, collaborative abilities, and emerging leadership skills. Early adolescence represents a crucial developmental phase in which students begin shaping their social identities and learning to function within group settings. Consequently, experiential activities particularly sports-based extracurricular

programs serve as strategic platforms for nurturing these personal and social qualities. Team sports such as futsal offer an effective avenue for developing non-academic competencies, as they require coordinated play, clear communication, rapid decision-making, and cohesive teamwork elements that align closely with character education (Berengüi et al. 2024; Holt. 2025). Through training sessions and competitive play, students engage in authentic social roles, including giving direction, resolving interpersonal conflicts, and maintaining team cohesion. When structured intentionally such as through leadership rotation systems, reflective sessions, and life-skills integration futsal extracurricular programs can function as social laboratories where leadership values and interpersonal competencies are practiced and internalized Boisvert et al. (2022).

Beyond that, research on athlete leadership highlights that leadership emerging from within the player group whether exercised by a formal captain or informal team influencers plays a vital role in strengthening team cohesion, fostering a stronger sense of team identity, and enhancing collective efficacy Cotterill et al. (2022). Within the school setting, the coach's contribution is equally pivotal. Transformational coaching behaviors have been closely associated with adolescents' social development, intrinsic motivation, and overall satisfaction in sport environments Celsi et al. (2025). When coaches provide meaningful support, encourage collaborative decision-making, and offer constructive feedback, they help cultivate a climate in which shared leadership can naturally develop, allowing students to learn from one another in leading and working together effectively.

Preliminary observations indicate that the futsal extracurricular program at SMP IT Madina Samarinda functions not only as a sports activity but also as a space where rich social dynamics unfold. These include interactions across grade levels, the distribution of roles within the team, and a notably high level of student enthusiasm during training sessions. The coach adopts a developmental approach that encourages students to participate actively in designing game strategies, engaging in team discussions, and reflecting on their performance. Moreover, the

school environment rooted in values of discipline, cooperation, and Islamic character formation further supports the emergence of leadership qualities and collaborative behavior among students. These initial insights highlight the school's strong contextual potential as a site for examining how futsal activities contribute to leadership development and teamwork skills among middle school students. Consequently, this study aims to explore in depth the specific contributions of the futsal extracurricular program to fostering leadership and team collaboration at SMP IT Madina Samarinda. The findings are expected to offer practical value for school administrators, futsal coaches, and academic discourse related to character education strengthened through sports-based initiatives.

Recent longitudinal studies and leadership-development theories in sports highlight that early exposure to leadership responsibilities such as rotating the captaincy or allowing students to take on tactical decision-making roles can shape leadership competencies well into adulthood Riera et al. (2024). Teams that operate with a more decentralized structure, where multiple members are given opportunities to lead in different activities, embody the principles of shared leadership. This model has been shown to strengthen team resilience, foster collective responsibility, and enhance group problem-solving capacity (Cotterill et al., 2022; Krumins, 2022). Within the context of futsal extracurricular programs, distributing leadership opportunities beyond a single permanent captain can enrich students' leadership experiences and cultivate a more collaborative team culture grounded in sport-based character development.

In the context of SMP IT Madina Samarinda, the futsal extracurricular program serves as a strategic social arena where students can develop more than just physical fitness. It functions as a practical space for students to assume leadership roles, collaborate under competitive conditions, and internalize essential values such as responsibility, solidarity, and effective interpersonal communication. Despite its considerable potential, the school has not yet undertaken comprehensive empirical research to explore how participation in

futsal activities contributes to students' leadership growth and team-work skills from the perspectives of the participants, coaches, and school administrators.

Grounded in the theoretical foundations and supported by existing empirical insights, this study seeks to investigate how participation in the futsal extracurricular program at SMP IT Madina Samarinda contributes to shaping students' leadership abilities and team-working skills. Using a qualitative design combining in-depth interviews, participatory observations, and document analysis the research aims to produce practical implications for school administrators and futsal coaches, while also extending academic discussions on the role of team sports as a medium for character education.

METHOD

This study employs a descriptive qualitative approach to explore, in depth, the social dynamics linked to the role of futsal extracurricular activities in cultivating leadership and teamwork skills among students at SMP IT Madina Samarinda. This methodological choice provides the flexibility to grasp the meanings, perceptions, and personal experiences of both students and supervising teachers within the school's futsal environment (Moleong & J, 2019; Sugiyono, 2021). Such an approach is also supported by academic literature emphasizing the use of team sports as an effective platform for character education.

Descriptive qualitative research prioritizes an in-depth understanding of natural settings, emphasizing the dynamics of the process rather than merely the outcomes Creswell & Poth. (2018). In this approach, the researcher functions as the primary instrument, directly gathering information through in-depth, semi-structured interviews with key participants namely students, futsal coaches, and extracurricular advisors. The semi-structured format allows the researcher to explore a broad and adaptable range of responses while remaining aligned with the central focus of the study (Anggito & Setiawan, 2018; Fadli, 2021; Nurdin & Hartati, 2019; Rangkuti & Nizar, 2016; Rosyid, 2020).

The primary instrument used in this study was an interview guide designed to elicit participants' views on how leadership values and team collaboration develop through futsal activities. The guide consisted of open-ended questions constructed around leadership indicators such as responsibility, communication, and decision-making as outlined by Hidayat & Putra. (2021). It also incorporated dimensions of team cooperation, including solidarity, coordination, and active participation, following Yulita et al. (2025). To ensure the credibility of the data, the study employed source triangulation and member checking. These procedures involved comparing responses across different informants and seeking confirmation from participants regarding the researcher's interpretations, as suggested by Miles et al. (2020).

The collected data were examined using an interactive analytical framework consisting of three interconnected phases: data reduction, data display, and conclusion drawing, as outlined by Miles et al. (2020). In the reduction stage, the researcher sorted and selected information that aligned with the core themes such as leadership, teamwork, and group dynamics. The refined data were then organized into a descriptive narrative to illustrate the key insights derived from the interviews. Finally, conclusions were generated through an inductive process, enabling the researcher to interpret the underlying meanings and implications of the observed phenomena (Indrawati, 2020; Rahmawati & Sulastri, 2021).

This method is considered appropriate for achieving the study's aim, which is to explore students' meanings and lived experiences within futsal extracurricular activities in a more nuanced and comprehensive manner. Through this approach, the findings are expected to generate both theoretical insights and practical implications that can support the development of sport-based character education in secondary schools Rahmawati & Sulastri. (2021).

RESULT AND DISCUSSION

The Role of Futsal in Developing Student Leadership

Interview findings reveal that the futsal program at SMP IT Madina Samarinda serves as a meaningful setting for cultivating students' leadership abilities. Through hands-on responsibilities such as organizing training equipment and ensuring that practice sessions begin on schedule students develop a tangible sense of accountability. These experiences demonstrate that personal responsibility emerges more effectively from practical engagement than from theoretical instruction alone. As one student noted, delays in preparing training tools immediately disrupt the flow of activities, reinforcing the importance of discipline and commitment to the roles assigned.

In game situations, students are required to make swift and well-judged decisions, such as coordinating defensive schemes or initiating offensive plays. This decision-making process becomes a medium for developing situational leadership, where individuals adjust their leadership approach to the dynamics of the match and the needs of the team. Hidayat & Putra. (2021) highlight that sports-based leadership experiences enable learners to practice adaptive decision-making, assume responsibility, and guide their peers skills that are essential within athletic learning environments.

From the coach's perspective, students' leadership growth becomes evident through their increasing confidence in giving instructions, taking initiative during practice, and proposing ideas. The coach intentionally provides opportunities for students to lead small training games, reflecting a shared leadership model in which leadership responsibilities are distributed among team members Cotterill et al. (2022). The supervising teacher also observes that students involved in futsal tend to develop stronger self-confidence, discipline, and the ability to express their views clear indicators of participatory leadership skills fostered through team-based experiences Riera et al. (2024).

The Role of Futsal in Fostering Teamwork

Teamwork emerges as one of the most prominent elements developed through futsal activities. Interview data indicate that students recognize how success in futsal depends heavily on their ability to collaborate and support one

another. As one student remarked, “Playing on your own will only lead to defeat,” highlighting that futsal requires a strong sense of collective awareness and seamless coordination among team members.

Communication plays a central role in shaping effective teamwork. Students rely on simple verbal cues, name calls, and hand signals to maintain the flow of the game. These forms of nonverbal interaction help cultivate social awareness, situational understanding, and quick responsiveness to changes on the court. Yulita et al. (2025) note that successful teamwork is characterized by coordination, solidarity, and active participation qualities that are clearly reflected in the students’ interactions during play.

The coach employs paired drills and tactical game simulations to enhance team cohesion. He also assesses teamwork by observing players’ off-the-ball movement and the extent to which they support one another during play. According to the supervising teacher, the teamwork skills developed on the futsal court carry over into academic settings, as students become more effective when collaborating on group assignments. This observation aligns with Dimaz et al. (2025), who found that team-based activities such as futsal can strengthen social solidarity and foster greater interpersonal empathy beyond the sports environment.

Group Dynamics and Social Interaction

Throughout the futsal activities, the social dynamics among team members become highly visible. At times, minor disagreements arise—often related to strategy or positional roles but students generally resolve them through open communication. This process reflects their growing ability to manage conflicts constructively, aligning with the principles of positive youth development, which emphasize the role of social experiences in shaping essential life skills Almeida et al. (2025).

The coach plays a crucial role in guiding group dynamics by ensuring that every student has the opportunity to participate and voice their ideas. This

approach helps build a psychologically safe environment where students learn to value differences and collaborate effectively toward shared goals.

The Impact of Futsal Activities on Students' Character Development

The findings indicate that participation in futsal contributes positively to students' character formation. Students become more disciplined, responsible, and demonstrate stronger sportsmanship. According to the supervising teacher, those who actively engage in futsal exhibit noticeable behavioral improvements, including better time management, greater concern for peers, and increased confidence in making quick decisions during play. These results align with Rahmadani & Yani. (2023) study, which concludes that team-based sports effectively foster students' social and moral character.

Futsal also cultivates students' confidence and strengthens their commitment to shared goals. Through structured training routines and the guidance of coaches who apply a transformational approach Celsi et al. (2025), students learn to grow not only as skilled players but also as team members who take responsibility for emotional balance and collective success.

Discussion of Research Findings from Theoretical and Empirical Perspectives

The results of this study reinforce Kolb's experiential learning theory, which posits that meaningful learning emerges through direct engagement in real activities. In this context, futsal serves as a form of social learning medium, providing authentic situations through which leadership values and teamwork skills are developed and internalized.

Empirically, these findings align with international research (Boisvert et al. 2022; N. L. Holt et al. 2020), which highlights the substantial role of team sports in supporting positive youth development and fostering long-term life skills. The futsal coaching model implemented at SMP IT Madina Samarinda reflects the principles of shared leadership outlined by Cotterill et al. (2022) and the transformational coaching approach described by Celsi et al. (2025),

positioning the coach as a facilitator who nurtures students' initiative and active participation.

Thus, the futsal extracurricular program functions not merely as a physical activity but as a character-building laboratory that cultivates leadership abilities, teamwork, and social empathy key competencies essential for shaping a young generation that is both principled and collaborative.

CONCLUSION

Based on the findings of this study on the role of the futsal extracurricular program in developing leadership and teamwork skills among students at SMP IT Madina Samarinda, it can be concluded that futsal serves as a strategic platform for character formation and the enhancement of students' social competencies. Through consistent engagement in training sessions and matches, students acquire essential leadership qualities such as responsibility, discipline, effective communication, and the ability to make swift and sound decisions. Futsal also operates as a social learning arena where teamwork is strengthened through coordinated play, mutual support, and active participation among team members. The group dynamics that emerge during futsal activities further nurture social skills including empathy, conflict resolution, and respect for differences. In addition, students demonstrate growth in positive character traits such as sportsmanship, self-confidence, and a collective sense of responsibility for team success. Theoretically, these findings reinforce the principles of experiential learning and shared leadership, illustrating how team-based sports like futsal provide an ideal context for developing life skills and supporting adolescent character education. In essence, futsal extends beyond physical exercise; it functions as a social laboratory that contributes to shaping young individuals who are ethical, collaborative, and equipped with leadership potential.

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