

The Analysis of Futsal Extracurricular Development in Public Senior High Schools in Bengkulu (City)

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Abstract: This research aimed to identify the development of futsal extracurricular and how to improve the achievements. This research used descriptive method. The subjects of the research were all Public Senior High Schools in Bengkulu (city). The instruments which were used in this research were observations, questionnaires, and documentations. The result showed that the percentages of futsal extracurricular development in each school were different. Five schools were considered to have better development or 'developed', and the rests were considered as 'not developed'. Based on the result, it is expected that this study is able to improve the achievements in order to compete at a higher level. There are several indicators that should be considered such as competent coaches, good management, appropriate training methods, and other supporting elements in order to improve the achievement. Hence, it can be concluded that the development of futsal extracurricular is needed to keep the competitiveness in order to support higher performance in national and international championships. Without good indicators of competent training such as designing and evaluating the process of on-going training, the encouragement from the school, and adequate training facilities, the training methods require more attention and more systematic management.

1 INTRODUCTION

In Bengkulu (city), futsal has become one of the most favorite sports for the young, especially Senior High School Students. However, it is undeniable that this also affects either the improvement or the decrease of the futsal team achievements at school. The most dominant problems are the lack of student motivation, ineffective training system, and the lack of support from the school. Appropriate training should be considered in order to achieve the goals. It is necessary to have good management, since management plays a very important role in achieving successful training (Harsuki, 2012). Hence, in order to enrich and improve students' knowledge and skills, sports extracurricular are needed.

According to Yanti dan Tanturo, (2012), extracurricular are learning activities which have been included in the curriculum in order to improve students' abilities, and have been learned from various subjects. Hence, as one of the extracurriculars, sports aims at improving the students' achievement, especially in national level.

There are still many obstacles in improving the futsal achievements, especially in Bengkulu (city), such as the lack of development in futsal extracurricular at Senior High School level. The problems have been increased, but there were no previous researches which examined how to develop the futsal extracurricular in a certain scope. Therefore, this study aimed to analyze the development of futsal extracurricular in order to make futsal extracurricular activities better, and encourage the students to compete in the national level.

This also be explained in the government policy as one of the potential media for character building. Based on the attachment of *Kemendikbud No 060 / U / 1993, No 061 / U / 1993 and No 080 / U / 1993*, it was explained that extracurricular activities are activities which are conducted outside of the learning hours, and have been included in the program according to the conditions and needs of the school. In order to support the development of futsal extracurricular activities in one area, many references are required. Students' awareness is also important to improve their achievements. In

Undang-undang No. 3 tahun 2005 about the National Sports System, it has regulated the system of sports development, which are conducted through three aspects, such as educational sports, recreational sports, and sports achievements.

Also, in *Undang-Undang Republik Indonesia nomor 3 tahun 2005* about National Sports System, it is stated that the government, regional government, and the community should conduct a continuous development of science and technology as the basis to develop the national sports. The policy is implemented in order to strengthen the schools' attention, regarding to the *SK Mendikbud no 413 / U / 1987* which states that physical education is an integral part of education through physical activities which aims to improve the humans' organics, neuromusculars, intellectuals, and emotionals (Main, 2011). A way to improve students' awareness is by conducting the routine training to improve the achievements. According to Bompas and Buzzichelli (2009), training is a systematic process that is programmed in preparing the athletes at the highest level, and done repeatedly by increasing the training load. Method is considered as the procedure in achieving the successful learning process or as a more effective tool. The implementation of training and methods are necessary to achieve the stated goals (Siregar, 2010).

Futsal was invented in Montevideo, Uruguay in 1930, by Juan Carlos Ceriani. The uniqueness of futsal successfully got attention throughout South America, especially in Brazil. The skills which were developed in this game can be seen in the world-famous style which was shown by Brazilian players outdoors, on a regular sized field. While Brazil continued to be the center of futsal, this game is now played under the protection of the International de Football Association Federation throughout the world, from Europe to Central and North America and Africa, Asia and Oceania. According to Yudianto (in Halim and Indriarsa, 2013) the notion of the futsal itself is "soccer in the indoor". Futsal game is not much different from football. According to Susanto (2016), what makes the game look more different is the duration and the dynamic of the game (Justinus Lhaksana, 2011). The rules of the futsal game is played by two teams, as well as football (Rahmani, 2014), and the rules are included in *Laws of the Futsal Game* (2015) which consist of 18 regulations.

Futsal is one of types of sports that have strict rules about physical conditions. Sliding tackles, body charges, and other aspects of violence, such as in soccer games are not permitted in futsal.

Lhaksana and Pardosi (2008) state that the futsal players should understand the basic techniques, such techniques for sending balls (kicking, heading, throwing, passing, chipping, shooting, and clearing), dribbling, and receiving ball (controlling and intercept) (Halim, 2009; Mulyono, 2014; Lhaksana, 2011). Hence, it can be concluded that a player must pay attention to the timing, speed, and the accuracy of passing, in order to maximize the good passing (Mulyono, 2014). Also, there are ten physical components that must be mastered by the athletes, such as endurance, strength, speed, agility, power, flexibility, accuracy, coordination, balance and reaction (Lhaksana, 2011). The futsal team should have good cohesiveness. Therefore, teamwork is needed to achieve the highest achievement in a futsal team. As explained by Lhaksana (2011), "winning and losing occurs throughout the sport, but if you die, you die with honor. There is no player who plays the roles in one team, there is a good team that will make someone a star".

The development of futsal extracurricular activities at public Senior High School in Bengkulu (city) needs special attention, such as coaching the extracurricular appropriately. The existence of a good coaching futsal extracurricular in SHS in Bengkulu should be improved, in order to create a qualified team which can compete with. Futsal extracurricular development is inseparable from the role of a coach, since it is still lack of knowledge from the trainers in Bengkulu. The trainer should provide indicators in improving skills and improving futsal achievements such as basic training, ball possession, and increasing agility. In mastering the theory of coaching, the coach can apply strategy training using 1-2-1, 2-2, 4-0 and power play patterns (Lhaksana, 2011). Improving the quality of individual players can be conducted by conducting the trainings which consist of 3 to improve agility, such as shuttlerun (running back and forth), zigzagrun (running back and forth), dan running hurdles (Apriyadi, 2014). Improving futsal games requires zigzag run training is a sport that requires agility, limb muscle strength, especially muscle endurance which is influenced by exercises of high intensity and has the certain characteristics in choosing the form of training used (Wora, Dionisius, et al. 2017). Providing a variety of zig-zag run agility exercises is a method of running by using obstacles or obstacles that must be passed by running away from obstacles or running in turns (Andi, 2015). The researcher prefers zig-zag run training since according to Wora, Donisius (2017) Zig-Zag Run exercises are more effective to improve

agility than Shuttle Run training in futsal games. Hence, the indicators of improving achievement and the development of futsal extracurricular in Bengkulu still need this kind of knowledge. The observations result reveal that during futsal matches, there are still unquail quality of the skills from each futsal team. It happens in every futsal tournament between students in public senior high schools that are caused by the terms of coaching, management, and school support. The good coaching, the equality of the team can improve the quality of futsal extracurricular at the level of Senior High School capable to compete at the national level.

2 METHOD

2.1 Research Method

This research employed descriptive-qualitative method. The data were obtained from 10 trainers and 50 students whom joined futsal extracurricular in Bengkulu (city). Descriptive research describes the situation that is going on, without the hypothesis tester. The researchers did a survey that is directly from the field. The data was obtained from certain natural places (not artificial), and the researcher used other supporting instruments for collecting data collection, such as distributing questionnaires, and doing interviews. The setting of the research was in public senior high school in Bengkulu (city).

2.2 Research Subjects

This study implemented purposive sampling technique to select the samples, and combined with the snowball sampling technique, which asked the informant to show people who can be used as the informants (Sugiyono, 2006).

Table 1: Population and sample.

Location	Coach	Advisor	Student
SMA N 1	1	1	3
SMA N 2	1	1	3
SMA N 3	1	1	3
SMA N 4	1	1	3
SMA N 5	1	1	3
SMA N 6	1	1	3
SMA N 7	1	1	3
SMA N 8	1	1	3
SMA N 9	1	1	3
SMA N 10	1	1	3

The research instrument in this study was the researcher himself. According to Sugiyono (2006) in

qualitative research, the research instrument is the researcher himself. The research instrument was an open questionnaire. Observations that would be made directly, data collection instruments in this study were carried out with a combination of various techniques, namely: Observation Guidelines, Questionnaire Guidelines, and Documentation Study.

2.3 Research Objects

The object of this study took the entire research object which is related to the development of futsal extracurricular activities at the senior high school level in Bengkulu. According to Sanafiah Faisal in Sugiyono (2006), in taking subjects and research objects, they must be those who understand and is involved in the activities which are examined. The research instrument in this study was the questionnaires and documentation. The validity of research used triangulation techniques that are testing the credibility of data by checking data to the same source with different techniques (Sugiyono, 2011). Then, the steps were data obtained from observations, then checked with questionnaires, and documentation. Data analysis techniques are very important in research because data analysis can provide meaning that is useful in solving research problems. Activities in data analysis are: data reduction, data display, and conclusion.

This study employed data collection techniques in the form of written or oral words, pictures, photographs or actions obtained from data sources, namely: people, writing, and places,

2.2.1 Observation

Observation is a data collection technique that is conducted through direct observation of the research object by sight, smell, hearing, touch, and taste. Based on these explanations, the actual observation implemented is direct observation, in order to find out the factual conditions of futsal extracurricular activities at Bengkulu N Senior High School level.

2.2.2 Questionnaire

Questionnaires are a number of written questions that are used to obtain information from respondents about something being investigated. The questionnaire consisted of several questions that were submitted to respondents in writing. The use of this questionnaire was used because it was considered to be more effective and efficient while facilitating data analysis. In this case, it aims to find

out perceptions or opinions about futsal extracurricular development of SMAN in Bengkulu city.

2.2.3 Documentations

Documentations were conducted with the aim of obtaining data in the form of written data, photographs, and images for the validity of research data. Data and facts were stored in the form of documentation, the main nature of this data is not limited to space and time in order to give the opportunity for researchers to find out things that happened a long time ago. Documentations aim to strengthen data obtained by questionnaires, and direct observation (observation), researchers also use documentations in data collection.

The validity of research data according to Sugiyono (2006) uses technical triangulation that is testing the credibility of the data by checking the data to the same source with different techniques. As the data obtained from observations, then checked with a questionnaire, documentation.

Table 2: The indikator of the questionnaire.

Variable	Indicator	Sub-indicator
The development of futsal extracurricular in Bengkulu	A competent coach	<ul style="list-style-type: none"> Has license Able to apply the theories The coach achievements
	Adequate Facilities	<ul style="list-style-type: none"> The total number of the balls The field
	Management	<ul style="list-style-type: none"> The training and practice schedule
	Methods	<ul style="list-style-type: none"> The stretching (yes or no)
	Achievements	<ul style="list-style-type: none"> The goals of the futsal extracurricular.

3. RESULTS AND DISCUSSION

3.1 Results

This research was conducted in public Senior High Schools in Bengkulu by conducting research using observations, questionnaires to respondents who were associated with the development of futsal extracurricular activities at Bengkulu State High School level. In this study, the questionnaire data obtained in the field is quite large, so it needs to be carefully recorded and detailed, and focusing on the important things. Based on the results of the

questionnaire that has been summarized, choosing the main things, focusing on the important things, looking for themes and patterns and discarding unnecessary, it can be concluded that the percentage of the development of futsal extracurriculars at the level of City Public High School from 5 schools was 55.55%, and the rest 4 schools was 44.44%. After getting the data percentage, the comparison of futsal extracurricular level at Bengkulu City Senior High School 5: 4 is as follows:

Table 3: The research results.

Location	Coach	Advisor	Student
SMA N 1	√	√	√
SMA N 2	√	√	√
SMA N 3	-	-	-
SMA N 4	√	√	√
SMA N 5	√	√	√
SMA N 6	√	√	√
SMA N 7	-	-	-
SMA N 8	-	-	-
SMA N 9	-	-	-
SMA N 10	-	-	-

After getting a percentage of the data, it can be compared to futsal extracurricular development at Bengkulu City High School 5: 4, is developing.

Display of the obtained data results, futsal extracurricular development at Bengkulu City Public High School level has 5 Bengkulu City High Schools having school support, extracurricular coaching, equipment facilities, competent and structured futsal trainers. Meanwhile, 4 other Bengkulu City High Schools have not met the criteria of a structured and competent school in the field of futsal extracurricular activities. There are still Bengkulu City High Schools who have not been able to meet the criteria of a structured and competent school in the futsal extracurricular field.

Conclusion drawing / verification of conclusions from the display data back with research back to the field collecting data, meeting data sources and clarifying conclusions to data sources that have provided information. Conclusions in qualitative research may be able to answer the problem formulation that was formulated from the beginning, but maybe not, because the problems and problem formulations in qualitative research are still temporary and will develop after the research is in the field.

To find out the percentage of futsal extracurricular development at Bengkulu City's SMA N level, the statistical formula is used as follows:

$$P = \frac{f}{n} \times 100\%$$

Information:

P = presentation
 F = frequency
 N = number of samples

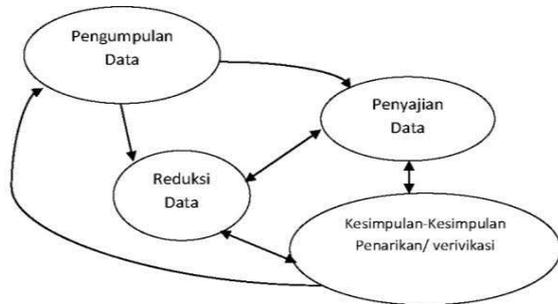


Figure 1: Components in data analysis.

3.2 Discussion

Based on the research procedures which were designed and implemented systematically and well planned, the researcher could collect research data which is important information from the research results as presented in the description of the research above. The study aims to determine the development of futsal extracurricular activities, and implemented descriptive qualitative research method. In the description of the data, obtained from 9 schools, there are 5 schools that can be declared by schools that have a futsal extracurricular that have better development or were developed, such as SMA N 1, SMA N 2, SMA N 4, SMA N 5, SMA N 6. Four schools are declared still undeveloped including SMA N 3, SMA N 7 SMA N 8 SMA N 10. Based on the results of these studies, it can be concluded that schools which were developed reached 55.55%, and 4 schools that had not developed reached 44%. Many factors that support the development were good coaching, support from the school, having competent trainers, having adequate facilities, and having clear targets. Therefore, only 5 schools which considered to have better development in futsal extracurricular. Meanwhile, the rests were cannot be said as 'developed' since its failure to fulfil these factors. The competent trainer provides the benefits of all the progress of futsal extracurricular activities in each school. Discussion of how the development of futsal extracurricular level at Bengkulu City Public High School has been very good from the focus of the problem of indicators of coaches, management, achievements, facilities and infrastructure and methods of training. Then, it can be made in the form of a percentage by calculating the frequency average. The results of these studies can be interpreted that there were several factors that can influence the development of futsal extracurricular activities at the public Senior High

School in Bengkulu, such as lack of support from the school, and the facilities for the needs of trainers train are inefficient, the pitch is hollow, and the lack of balls which made the training program become not optimal. Trainers who do not have a training license, have differences in the performance with coaches who have a training license. Hence, in order to make the training program that is implemented less well for improving student achievement. There are those who apply routine training programs, extensive training, and practice every theory that had been given. These components greatly affect the development of futsal in senior high school in Bengkulu. Therefore only five schools declared to be developed, while the rests cannot be said as developed due to the non-fulfillment of these factors.

Comparing with relevant studies, the first is the conclusion of the basic technical skill in futsal extracurricular participants in high school and vocational high schools in Yogyakarta academic year 2013. This study discussed that research on the level of basic technical skills in futsal extracurricular participants with 52 participants, including 19 high school students, 15 students of Yogyakarta PIRI Vocational School and 18 students of Sleman PIRI Vocational School. It can be seen below that it is included in the category enough since the average is 76.96. Based on the calculation above the level of basic technical skill in futsal extracurricular members of the High School and Vocational High School Foundation PIRI Special Region of Yogyakarta, showed that the players who entered the category were very good 0 players or equal to (0%), good categories 15 players or equal to (28.8%), the category is enough with 26 players or equal to (50.0%), the category of lacking 5 players or equal to (9.6%), the category of very few players or equal to (11.5%).

Comparing to the two relevant studies of futsal extracurricular management of SMA N 4 Yogyakarta in 2015 concluded that the implementation of futsal extracurricular management of SMA N 4 Yogyakarta consisted of planning, organizing, mobilizing and supervising has been conducted well by the futsal extracurricular head coach of SMA N 4 Yogyakarta well. The results of the study concluded that the implementation of futsal extracurricular management functions in SMA N 4 Yogyakarta was planning to go according to the expectations of the head coach, organizing there was no overlap in the process of conducting the tasks, moving according to the head coach's instructions, monitoring training standards and the results of the training were maintained.

From the two research results that have been done, the results of the research that the author did

can provide a comparison of the development of futsal from coaching, management, facilities and infrastructure, training methods, achievements, and trainers. Research on the level of basic technical skills in playing futsal, futsal extracurricular high school participants and the Piri Foundation Yogyakarta Special Vocational School have similarities in the trainers in providing knowledge, experience, while doing futsal extracurricular exercises. In futsal extracurricular research management in SMA N 4 Yogyakarta in 2015 had a well-planned management. Competent trainers give a squeeze of all the progress of a futsal extracurricular activity in every school. Discussion about how futsal extracurricular development at Bengkulu City High School level has been very good from the focus of the problem indicators of trainers, management, achievement, facilities and infrastructure and training methods. Then, it can be made in the form of a percentage through the calculation of the average frequency. The results of the average percentage data are categorized as developing according to the results of nine Senior High Schools in Bengkulu categorized as developing 4 categorized as not developing.

The results of this study can be interpreted that there are several factors that can influence the development or non-development of futsal extracurricular activities at the Bengkulu City High School level, namely:

1. Lack of support from the school, so that the equipment facilities for the needs of trainers are not efficient, the pitch is hollow, and the ball when less training makes the training program not optimal.
2. Trainers who do not have a training license, and have differences in terms of achievement and training experience with trainers who have a training license. So, that makes the implemented training program not good enough to increase students' achievement. Some implement routine training programs, broad theoretical training knowledge, and can practice every theory they provide. If these components are met, it greatly affects the development of futsal in High School in Bengkulu city.

4 CONCLUSION

Based on the acquisition of data on the development of futsal governors at the level of the Senior High School in Bengkulu, the trainer indicators, management, facilities, training methods and achievements must be considered. Without a competent trainer such as, designing, compiling,

implementing, and evaluating the process of progression, the development would not occur. The role of management is to have full support and to provide facilities to create students' activity and discipline in conducting futsal extracurricular exercises. Based on the results of data obtained from nine schools, there are 5 schools that have good indicators. Meanwhile, 4 schools were stated that there had been no development which was seen from indicators that had not fulfilled the process of supporting the development of futsal extracurricular activities. Based on the results of these studies, it can be concluded that the development of the 5 schools is due to many indicators, such as good coaching, support from the school, having competent trainers, having adequate equipment facilities, and clear targets.

Therefore, only 5 Bengkulu State High schools were declared as developed. Meanwhile, the rests cannot be said to have developed because the indicators that support the development process have not yet been fulfilled. After conducting research on "Analysis of the Futsal Extracurricular Development at Public Senior High School in Bengkulu", the researchers provide the following suggestions: The futsal extracurricular need more supports from the school such as adequate facilities. It is recommended that each coach from high schools have a licensed coach certificate, because it affects the quality of the training given to students.

RECOMMENDATION

After conducting research on "Analysis of Futsal Extracurricular Development at Bengkulu City High Schools", the authors provide the following suggestions: supports from the school are needed in order to make the training equipment facilities at futsal extracurricular at High School level are adequate. It is recommended that every trainer from all Bengkulu City High Schools have a licensed trainer certificate, because it affects the quality of the training given to students.

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APPENDIX

KISI-KISI KUESIONER PELATIH Angket Tentang Perkembangan Futsal Ekstrakurikuler Futsal Ditingkat SMA N Kota Bengkulu

Angket yang kami sampaikan pada saudara, kami harap di isi dengan jujur. Karena jawaban saudara, akan kami pakai untuk penelitian “Analisis Perkembangan Ekstrakurikuler Futsal Ditingkat SMA N Kota Bengkulu.

Nama :
Sekolah :
Ttl :
Alamat :

1. Apakah anda pernah mengikuti pelatihan futsal/coaching klinik futsal?
2. Proses latihan yang bagaimana menurut anda yang paling produktif yaitu saat latihan cukup dengan pemberian teori tanpa praktek atau kita juga (anda sebagai pelatih) bisa memperaktekkan setiap teori yang diberikan?
3. Prestasi apa saja yang pernah anda raih saat melatih di sekolah anda latih sekarang maupun di luar sekolah yang pernah anda latih?
4. Apakah jumlah bola yang ada mencukupi untuk melakukan latihan? dan berapa jumlahnya?
5. Apakah lapangan yang dipakai saat latihan sudah cukup memadai sebagai sarana latihan yang efektif (kondisi lapangan baik atau tidak)?
6. Apakah anda membuat program latihan ekstrakurikuler futsal? seperti apa?

7. Sebelum latihan apakah melakukan pemanasan terlebih dahulu? Seperti apa?
8. Anda sebagai pelatih adakah target yang diberikan pada ekstrakurikuler futsal di sekolah anda latih kini?

KISI-KISI KUESIONER PEMBINA
Angket Tentang Perkembangan Futsal
Ekstrakurikuler Futsal Ditingkat
SMA N Kota Bengkulu

Angket yang kami sampaikan pada saudara, bapak/ibu kami harap di isi dengan jujur. Karena jawaban saudara, bapak/ibu akan kami pakai untuk penelitian “Analisis Perkembangan Ekstrakurikuler Futsal Ditingkat SMA N Kota Bengkulu.

Nama :
Sekolah :
Ttl :
Alamat :

1. Ekstrakurikuler futsal di sekolah bapak, apakah pelatihnya sudah memiliki pelatih yang berlisensi?
2. Menurut pengamatan bapak dalam sesi latihan, apakah pelatih di sekolah bapak saat memberikan latihan hanya bisa memberi teori atau bisa juga langsung mempraktekkan?
3. Sebagai pembina ekstrakurikuler futsal, apakah bapak mengetahui prestasi apa saja yang pernah didapatkan pelatih futsal di sekolah yang bapak bina (saat melamar)?
4. Apakah pelatih atau pemain pernah mengeluhkan tentang kurangnya bola untuk latihan?
5. Apakah lapangan yang dipakai untuk ekstrakurikuler futsal kondisinya baik atau tidak berbahaya (semen pecah-pecah, dan berlobang)?
6. Melihat kinerja pelatih futsal sejauh ini, bapak sebagai pembina apakah pelatih ekstrakurikuler futsal di sekolah bapak pernah membuat program latihan tertulis?
7. Menurut pengamatan bapak latihan futsal di ekstrakurikuler apakah terlihat

sudah terstruktur mulai dari melakukan pemanasan dan sampai akhir latihan melakukan pendinginan?

8. Sebagai pembina (wakil kesiswaan) adakah target yang diberikan pada masing-masing ekstrakurikuler terkhusus futsal?

KISI-KISI KUESIONER SISWA
Angket Tentang Perkembangan Futsal
Ekstrakurikuler Futsal Ditingkat
SMA N Kota Bengkulu

Angket yang kami sampaikan pada saudara, kami harap di isi dengan jujur. Karena jawaban saudara, akan kami pakai untuk penelitian “Analisis Perkembangan Ekstrakurikuler Futsal Ditingkat SMA N Kota Bengkulu.

Nama :
Kelas :
Ttl :
Alamat :

1. Pelatih ekstrakurikuler futsal anda mempunyai lisensi kepelatihan atau tidak?
2. Apakah pelatih anda selalu mempraktekkan teori (memberi contoh) latihan yang diterapkan saat latihan?
3. Selama anda mengikuti kegiatan ekstrakurikuler futsal apakah anda mengetahui prestasi apa saja yang sudah diraih pelatih futsal anda sampai saat ini melatih?
4. Menurut pendapat anda selama latihan apakah selalu terkendala kurangnya bola? Tolong jelaskan jika iya atau tidak!
5. Bagaimana pendapat anda tentang kelayakan lapangan selama ini anda mengikuti ekstrakurikuler futsal di sekolah yang anda tempati kini?
6. Sejauh ini latihan menurut anda apakah pelatih anda memiliki program latihan yang jelas terlihat dari prestasi yang pernah diraih team futsal di SMA anda? Seperti apa bentuk program latihannya?
7. Sebelum latihan apakah melakukan pemanasan terlebih dahulu? Seperti apa?
8. Apakah anda mengetahui sejauh ini mengikuti ekstrakurikuler futsal memiliki target? Berikan salah satu contoh dari target tersebut?