

Research Article

Development of a futsal sports curriculum model aged 6-8 years at the Super Junior club in Malang City

Dwi Novenda^{1*}, Prisca Widiawati²^{1,2} Universitas Negeri Malang, Semarang Street 5th, Malang City, 65145, Indonesia*Corresponding author, email: dnovenda@gmail.com**ABSTRACT**

Background: The lack of a structured futsal curriculum for children aged 6-8 years in futsal clubs, especially in Super Junior Club Malang, causes limitations in developing techniques, skills, and long-term athlete development. Objective: This is for developing a futsal curriculum model at the Super Junior Club of Malang City, which is presented as a curriculum for learning. Methods: The research and development model used in the study is to develop a curriculum model. Development research This uses the ADDIE method with steps study as follows: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation. This is done using a questionnaire and sheet valuation. Results of interviews that have been done do Not yet exist. Possible guidelines and curricula can be used to create training programs. Excess from study This includes: 1) becoming guidelines beginning in making training programs, 2) making things easier for trainers to determine goals in the training program. The weaknesses of the study include: 1) limitations in election group age certain, 2) not too many training models, and 3) the curriculum must keep updating along with the development of futsal sport. Result: Based on the results, an analysis by the validator is obtained. The average percentage was 88.07% from material validators, 97% from media validators, and 94.7% from group tests conducted on Malang City Super Junior Club students. Conclusion: Curriculum Model Development Sport Futsal Age 6-8 Years at the Malang City Super Junior Club is considered worthy of use. Future research could explore the effectiveness of implementing this futsal curriculum in improving players' technical and tactical skills and examine its impact on the long-term development of early athletes in various clubs and regions.

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Introduction

Futsal is a sport that resembles football but is made more straightforward and practical. Futsal is played inside a room and field and is used more than football. Futsal requires ten players and has five players in 1 team. Futsal sports use time as a sign for the end game, time spent 2 x 20 minutes in time clean. Futsal is a great game; it is fast and flexible, can see enough field, and cannot make mistakes in the slightest. Futsal is a sport for teenagers in school. The ideal middle ground, where the techniques of classic football start from safe passing until ball reception up to print goal, is studied as fast as in Futsal (Hermans & Engler, 2011).

The curriculum is a design/scheme education the government provides to face future generations' great successors (Huda et al., 2016). Importance The curriculum for Futsal is meant to help the development of the sport because the solution curriculum will positively impact all ranks of wrestling coaches in the sport. Curriculum becomes the basis that coaches, players, and people will use to become a base early on for forming a professional futsal team. Recommendations on long-term athlete development will make up the curriculum and only refer to stages FUNdamentals.

Curriculums become tools that can be used to develop interest in a healthy generation, to oppose habit bad and badly consistent embed needs will perfect physical and morals and practice hard work,

courage, and perseverance (Storchevoy et al., 2013). Making sports a culture will help increase performance to the highest level (Storchevoy et al., 2013). Without an explicit curriculum, the development of early futsal players becomes undirected, hampering the development of basic techniques, team coordination, and athlete readiness for long-term competition. The curriculum is critical because it provides systematic guidance for coaches in developing effective training programs based on coaching science (Williams & Hodges, 2005).

A long-term plan is essential for developing exercise and improving an athlete's performance (Leite et al., 2009). Group age This report shows that games are more pleasant (Berdejo-del-Fresno, 2018). More children believe in themselves because the ball does not jump, and more control is reasonable, which can increase technical ability in children (Cosmin & Mircea, 2014). An absent curriculum will make the children only feel victory early, which is not suitable for children's growth (Berdejo-del-Fresno, 2018). At this stage, FUNdamentals explain the importance of learning skills to develop tools for their movements like agility, coordination, and speed. Skills movements mastered by the child become footing. They learn skills, especially in branches of sports and certain something moments (Balyi et al., 2013).

Growth is an important factor for children. For acceleration, mastery skills in children; with rapid growth, a child will quickly master the skills. When the body man develops and becomes mature and has a chance to practice skills movement in a safe and stimulating environment, there is gradual evolution in the range and quality of skills that can be done by a child (Balyi et al., 2013). In Australia, there is a study about the impact of sports on the age of 8-10 years, where children exercising regularly can own quality of life than children who do not exercise regularly (Vella et al., 2014).

With the existing curriculum, we hope to increase the quality and knowledge of coaches. It is important to create an exercise program structured by the curriculum and expectations to increase the quality of futsal sport in Indonesia. The futsal curriculum has been systematically applied in early childhood coaching in some countries, such as Spain, Brazil, and Australia. For example, Spain adopts a long-term coaching model based on technique and tactics, while Brazil emphasizes ball possession and individual creativity early on. Australia uses a sports science-based approach to ensure the physical and technical development of young players according to their stage of development (Cuming et al., 2017).

Exercise is performed repeatedly to increase the athletes' skills, with added burden structured exercises for each exercise. This structured yet engaging approach to training is an action that the athlete consciously repeats to hone the ability to do it repeatedly for quite a long time. Training load will increase with more days and walking time training (Sandhi, 2016). The preparation of training programs must be systematic and programmed to improve skills (Sandhi, 2016). However, what differs is the stage. This is the level of emotions in children and adults. Therefore, the training given must be engaging and creative, and they like to do it.

Apart from focusing on improving the sport of futsal, you must enclose sport or another game to add variation movement basics in children. The preparation of training programs is one of how it is done to increase the ability of athletes to achieve the target already determined. Exercise programs are made as guidelines or written instructions that are binding and must be carried out and fulfilled during the training program held to reach goals. To educate athletes effectively, the coach must continuously renew knowledge and adapt to new methods, with methods of reading literature on sports, attending seminars or training, and having discussions with fellow trainers (Bompa, 2019). The exercise program is a handy or indispensable tool for trainers as a reference, beginning with designing appropriate exercises with objectives (Sandhi, 2016). The main difference between futsal curricula in different countries is the coaching approach and philosophy. In Indonesia, the futsal curriculum is still not standardized at the club level, so many coaches still use conventional training methods without clear guidelines. This research differs from previous studies because it focuses on developing an ADDIE-

based futsal curriculum model for the 6-8-year age category. The results of this study provide benefits for the development of early-age futsal by providing structural guidance for clubs in developing training programs (Cuming et al., 2017).

Although previous research has explored various aspects of futsal training for children, some limitations have not been comprehensively addressed. For example, Miftachurochmah & Sukamti (2022) developed an endurance and coordination training model for 12-year-old futsal players, but this study did not cover younger age groups, such as 6-8 years old. In addition, Zainuddin & Usman (2024) evaluated the impact of futsal on the motor skills and body image of children aged 8-12 years but did not specifically develop a structured training curriculum. Similarly, Purnomo & Irawan (2021) examined the effect of futsal training on the speed and agility of junior high school students but focused on an older age group and did not include the development of a specific curriculum. Therefore, this study aims to fill the gap by developing a structured futsal curriculum model specifically for children aged 6-8 years, using the ADDIE model, to ensure a systematic and developmentally appropriate approach for children in that age range, with the potential to impact futsal training for young children significantly.

Research on futsal sport curriculum models in different countries underscores the significance of diverse pedagogical approaches and their impact on coaching and student engagement. Notably, Brazil's extensive coaching education program, which emphasizes a structured yet traditional assessment model, has been criticized for its lack of practical interaction and feedback among coaches (Marques Filho et al., 2025). In contrast, Sports Education Models implemented in school settings have increased student motivation and participation, especially among less skilled players, despite struggling with gender participation differences (Lopes & Carlan, 2020). Additionally, cooperative learning models, such as Teams-Games-Tournament (TGT), have improved students' social skills and futsal playing ability (Desanti & Juliantine, 2023).

Method

Research Design

This study is a research and development. A study development usually starts with a problem somewhere too class monotonous and needs update or innovation in the form of product software or hardware as an alternative (Adil et al., 2023). The development style used in the study is the ADDIE development model. More ADDIE development models are appropriately used to develop a learning medium, web or software-based. Stage development is used systematically and is easily understood when developing a learning medium. There are five stages in the ADDIE development model, namely: 1) analysis, 2) design, 3) development, 4) implementation, and 5) evaluation (Figure 1). With the adopted method, the researcher can do the study theoretically and progressively. With the steps of the study, they felt that it was not burdensome for the researcher to do a study with time, energy, and cost limitations.

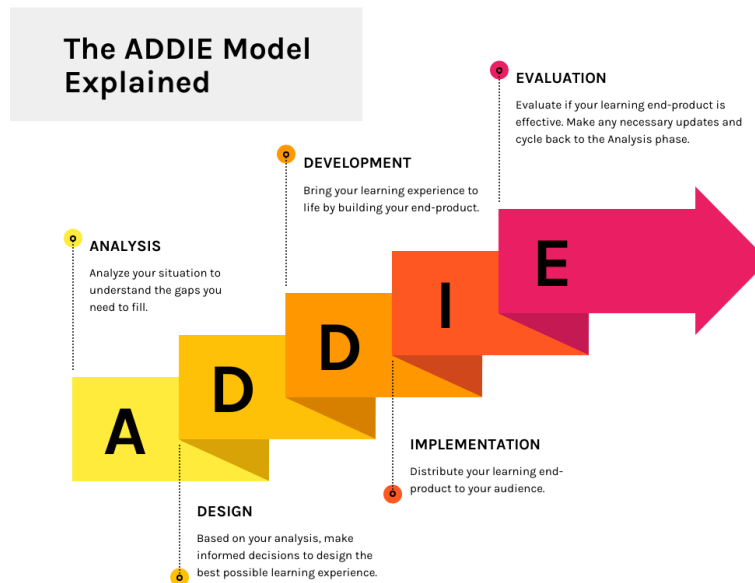


Figure 1. ADDIE Development Model applied in Futsal Curriculum

Participants

The participants in this study were children aged 6-8 years old who were part of the Super Junior Club in Malang City.

Research Instruments

In this study, the instruments used to conduct expert tests are questionnaires and evaluation sheets. Questionnaires usually form questions and suggestions from experts, and data is obtained from shared figures from existing questionnaires. The questionnaire is shared with expert material, media experts, and the subject being studied. This data is used as input for the perfect product of the existing curriculum.

Data Analysis

Instrument in scale Likert has several level results, which consist of very positive and very negative results. Giving scores on quantitative analysis data: They are already set with (1) one, (2) two, (3) three, and (4) four. Evaluation scale likert.

The formula used as tool for data processing in the form of a descriptive percentage is:

$$V = \frac{TSEV}{S - max} \times 100\%$$

Information:

V : Validity

TSEV : Total score empirical validator

S-max : Maximum expected total

For a more simplified conclusion from the analysis percentage Power pull product being developed, determined classification as follows (Table 1).

Table 1. Analysis Percentage (Akbar & Sriwijaya, 2010)

Percentage	Category	Information
75,01% - 100%	Very valid	Can be used without revision
50,01% - 75%	Fairly valid	Can use with revision small
25,01% - 50%	Invalid	Can not used
00,00% - 25%	Very invalid	Forbidden used

Results and Discussion

Results

An extensive analysis was conducted to assess the suitability of the product curriculum developed by researchers at the Super Junior club in Malang City. This section will present the comprehensive results obtained from data collected from experts in coaching, media, and the subjects studied. The results, presented in table form, provide a detailed understanding of the product's appropriateness.

Validation Expert Material

Following the validation by our panel of experts, the product was found to have an overall appropriateness score of 88.07% (Table 2). This data, when converted into a table of classification appropriateness, confirms the product's suitability for developing a curriculum model for the Super Junior club in Malang City. The expertise of our panel assures us that the product is indeed worthy and can be used in developing an exercise program.

Table 2. Material Expert Validation Data

Aspect Evaluation	Validator Score	Maximum Score	Percentage (%)	Value Description
Relevance	33	35	94,2	Very valid
Accuracy	8	10	80	Very valid
Completeness	19	20	90	Very valid
Average (%)			88,07	Very valid

Media Expert Test

After a rigorous validation process by media experts, the product's appropriateness level is determined, scoring an average of 97% (Table 3). This data is then converted into a table classification, which was used to develop a curriculum model for the Super Junior club in Malang City. The conclusion is clear: this product is a reliable tool for preparing a training program.

Table 3. Media Expert Validation Data

Aspect Evaluation	Validator Score	Maximum Score	Percentage (%)	Value Description
Media practicality	20	20	100	Very valid
Media Display	24	25	96	Very valid
Appropriateness graphics	19	20	95	Very valid
Average (%)			97	Very valid

Additional Data

Based on additional data results under this, with percentage level appropriateness, an average score of 94.7% was obtained (Table 4).

Table 4. Additional Data

Aspect Evaluation	Percentage	Value Description
Appearance	93,3	Very valid
Presentation of Material	95,6	Very valid
Benefit	100	Very valid
Average data analysis test	94,7	Very valid

Discussion

This study produced a futsal curriculum model for children aged 6-8 years that was validated by material and media experts with a high feasibility level and received positive responses from coaches and players at Super Junior Club Malang. The results of this study are based on the initial hypothesis

that systematic curriculum development can improve the quality of early childhood futsal coaching. This model has been proven feasible for use in the learning and development of young athletes. Development of curriculum models for children 6-8 years old at the Malang City Super Junior Club explained How A curriculum is arranged for guidelines in creating training programs, from short to long. In contrast to previous studies that focused more on the technical aspects of playing futsal, this study developed a more comprehensive ADDIE-based curriculum, covering technical, physical, and mental aspects (Strudwick & Williams, 2003).

Curriculums serve as structured tools to guide and nurture children's talents and interests (Berdejo-del-Fresno, 2018). An explicit curriculum, when implemented, can swiftly enhance a child's joy under the supervision of a trainer and parents. A curriculum that maps out planned developmental stages in children is more effective than a rigid system, fostering a sense of optimism for the children's growth and development.

In this research, the development of curriculum models for children aged 6-8 years serves as a robust guide for nurturing children's potential, particularly in futsal sports. The researcher has meticulously tested existing products to assess their suitability and identify any shortcomings, instilling confidence in the thoroughness of the research process.

The results from some tests carried out by researchers can be seen in the following results. Results from expert validators' material get criteria. It is a very valid assessment with an average figure of 88.07%, and additional data was obtained with an average of 94.7%. With excellent value, the students easily understand this curriculum model development futsal for ages 6-8 at the Super Junior Club.

While this curriculum has been validated and is suitable for use, it's important to note that it's not without limitations. These include age coverage and the need for long-term trials to fully understand its impact on the development of early futsal players. The results of this study are a significant contribution to the world of futsal coaching, particularly in the context of building a more structured coaching system. Importantly, this curriculum can be directly applied by futsal clubs in Indonesia as a standard for training in early childhood. However, it's crucial to remember that this research is still limited to one club in Malang and a specific age group. Therefore, further research is needed to generalize these findings to other clubs. This presents an exciting opportunity for future collaboration and continued research in the field. Future research could focus on the long-term effectiveness of this curriculum, its implementation in various futsal clubs in Indonesia, and how it compares with curricula in other countries.

Conslusions

Based on the findings of existing research and the subsequent discussions, it is concluded that the Curriculum Model Development Futsal Sports Ages 6-8 Years at the Malang City Super Junior Club is a valuable resource for creating effective training programs, whether they are long or short. This research has resulted in a user-friendly curriculum that can be easily accessed on a computer or smartphone, and is available for free download. The use of this curriculum can significantly aid in the development of training programs, making it easier for trainers to set clear goals.

Based on the results and discussion of the research, the suggestions given are as follows: 1) At the time, create an exercise program with how a good coach owns possible guidelines made as an apparent reference so that the program will get good results, 2) Details of the exercise program must clear so No someone has been harmed in a way material and time, and 3) Always involve the students parents activities carried out so parents Can direct see grow flower his son specifically in futsal sport.

Authors' contributions

DN and PW were responsible for data collection, analysis, article design, writing, and revision. DN and PW were responsible for the article's conceptualization and conducted a rigorous and critical manuscript revision. All authors have read and approved the final manuscript.

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Competing interests

The authors declare no competing interests.

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