

Coaching Clinic Peningkatan Bermain Futsal pada Mahasiswa STKIP YPUP Makassar

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Abstrak

Kegiatan pengabdian kepada masyarakat ini bertujuan untuk meningkatkan kemampuan bermain futsal mahasiswa STKIP YPUP Makassar melalui kegiatan *coaching clinic*. Kegiatan ini dilatarbelakangi oleh hasil observasi awal tim pelaksana yang menunjukkan bahwa sebagian besar mahasiswa masih berada pada kategori kurang hingga cukup dalam penguasaan teknik dasar passing, control, dribbling, dan shooting, serta pemahaman taktik dan kondisi fisik yang belum optimal untuk mendukung permainan futsal secara efektif. Metode pelaksanaan kegiatan meliputi pemberian materi, demonstrasi, latihan teknik dasar, latihan taktik permainan, serta praktik langsung melalui permainan yang diikuti oleh 32 Mahasiswa STKIP YPUP Makassar. Evaluasi dilakukan menggunakan lembar observasi keterampilan teknik dasar futsal serta tes pre-test dan post-test pada setiap aspek keterampilan. Hasil kegiatan menunjukkan adanya peningkatan pemahaman dan keterampilan mahasiswa dalam melakukan teknik dasar futsal, seperti *passing*, *control*, *dribbling*, *shooting*, serta penerapan pola permainan dan kerja sama tim. Selain itu, kegiatan mampu meningkatkan motivasi dan antusiasme mahasiswa dalam mengikuti aktivitas olahraga futsal. Pelaksanaan *coaching clinic* diharapkan dapat menjadi salah satu upaya berkelanjutan dalam meningkatkan kualitas kemampuan bermain futsal mahasiswa serta mendukung pengembangan aktivitas olahraga di lingkungan STKIP YPUP Makassar.

Kata Kunci: Coaching clinic; Keterampilan bermain futsal.

Abstract

This community service activity aims to improve the futsal skills of STKIP YPUP Makassar students through a coaching clinic. The activity was motivated by preliminary observations conducted by the service team, which showed that most students were still at the fair-to-poor category in basic passing, control, dribbling, and shooting techniques, and that their tactical understanding and physical condition were not yet optimal for playing futsal effectively. The activity

method included material presentation, demonstrations, basic technical training, tactical training, and hands-on practice involving 32 STKIP YPUP Student. Evaluation was carried out using a technical-skill observation sheet as well as a pre-test and post-test for each skill aspect. The results of the activity showed an increase in students' basic futsal technique scores, covering passing, control, dribbling, and shooting, together with improved tactical understanding and teamwork (full data are presented in Table 1). Furthermore, the activity increased students' motivation and enthusiasm for participating in futsal activities. The coaching clinic is expected to be a sustainable effort to improve the quality of students' futsal skills and support the development of sports activities within STKIP YPUP Makassar.

Keywords: Coaching clinic; Futsal skills.

INTRODUCTION

Sport is an essential part of human life, playing a role in improving physical and mental health. Regular exercise can improve fitness, maintain health, build character, and foster the values of discipline, responsibility, teamwork, and sportsmanship. In a university environment, sport can also be a means of developing student potential, both in fitness and achievement. One sport that is popular among students is futsal.

Futsal is characterized by fast, dynamic gameplay and demands a high level of technical, tactical, physical, and mental readiness, since a match places repeated short-duration, high-intensity demands on players (Mappaompo et al., 2024; Naser et al., 2017). Mastery of these various aspects is crucial for supporting individual abilities and teamwork during matches. Therefore, improving futsal skills requires a planned and continuous process through systematic training.

Students, as a group with significant potential for sports development, need appropriate coaching to enhance their abilities and understanding of futsal. In futsal, basic technical skills such as passing, control, dribbling, and shooting must be mastered (Agischa & Wahyudi, 2022). In addition to technical skills, players also need to understand the basic principles of the game, such as movement off the ball, player positioning, offensive and defensive transitions, communication, and teamwork. A lack of understanding of these aspects can impact game effectiveness and achievement.

Prior to designing this activity, the service team conducted preliminary observations and informal interviews with the student futsal coordinator of STKIP YPUP Makassar to map the actual skill condition of the partner group. Of the 32 students observed during regular practice sessions, approximately 65% were categorized as "fair" to "poor" in passing accuracy, 60% showed inconsistent ball control when receiving the ball, and 55% had difficulty maintaining possession while dribbling under pressure from an opponent. The same observation also indicated that most participants had never received structured technical or tactical instruction and generally learned to play through

informal, unsupervised matches among peers. These preliminary findings show that the partners' problem is not merely a lack of enthusiasm for futsal, but a concrete gap in technical mastery, tactical understanding, and access to structured coaching, a condition consistent with findings reported in similar community service activities (Fatoni et al., 2025); (Arkanul Arba et al., 2025) This baseline condition became the empirical basis and main justification for implementing a coaching clinic program for STKIP YPUP Makassar students.

STKIP YPUP Makassar students represent a group with potential for development through futsal activities. Their interest in futsal can be a valuable asset in establishing productive sports activities while also providing a platform for improving fitness and performance. However, interest and playing experience alone do not necessarily result in optimal playing ability. Differences in technical mastery, tactical understanding, physical condition, and competition experience are among the factors that can impact the quality of a student's game. Therefore, a coaching program is needed that provides targeted knowledge and practical experience (Sudirman & Kamaruddin, 2022)

One form of activity that can be used to improve these skills is a coaching clinic. Coaching clinics provide students with the opportunity to gain hands-on knowledge and experience through material presentations, demonstrations, basic technique practice, tactical drills, and game evaluations. This approach allows participants not only to understand game concepts theoretically but also to apply them in real-life game situations, as demonstrated by similar coaching clinic programs conducted for student and community futsal groups elsewhere (Tatya et al., 2020; Dai et al., 2024; Silaban et al., 2025; Mahyuddin et al., 2025)

This coaching clinic is expected to improve students' basic technical skills, tactical understanding, physical fitness, and teamwork skills. Furthermore, this activity is expected to contribute to the development of a sports culture and the development of futsal achievements within STKIP YPUP Makassar, in line with the broader aim of student-focused futsal coaching programs (Hasyim et al., 2025; Nawir et al., 2023)

METHOD OF IMPLEMENTATION OF ACTIVITIES

This community service activity used a coaching clinic method with a participatory approach and hands-on practice. This method was chosen because the activity not only provided theoretical understanding but also provided students with the opportunity to practice futsal techniques and tactics directly.

The activity was implemented through several stages: preparation, material delivery, demonstration, basic technique practice, tactical drills, games, evaluation, and follow-up. Throughout the activity, instructors provided direct guidance and correction to participants.

Participants

Participants in this activity were 32 active students of STKIP YPUP Makassar who were members of the campus futsal community. Participants were recruited through purposive sampling with the following criteria: (1)

actively practicing or playing futsal on campus, (2) willing to take part in the entire series of the coaching clinic from the material session to the final game evaluation, and (3) available for the full duration of the activity. Participants took part in the entire activity, from material delivery to game simulations.

Time and Place

The activity was carried out on 12–14 August 2026 at the futsal court of STKIP YPUP Makassar, in 3 meetings/sessions, each lasting approximately 90 minutes, covering material delivery, technical demonstration, basic technique practice, tactical and combination drills, and small-sided game simulations.

Evaluation Instrument

Evaluation of participants' skills was carried out using an observation-based skill assessment sheet developed by the service team, adapted from basic futsal technique assessment rubrics used in similar training studies (Taufiqurrahman et al., 2023; Aditya et al., 2023). Each participant was scored on a 1–4 rating scale (1 = poor, 2 = fair, 3 = good, 4 = very good) on four core technical indicators – passing accuracy, ball control, dribbling under pressure, and shooting accuracy – both before (pre-test) and after (post-test) the activity. Tactical understanding, communication, and teamwork were assessed qualitatively through a structured observation checklist completed by the instructors during small-sided games at the end of each session (Daniel et al., 2024)

Indicators of Success

The success of this activity was measured using the following indicators:

1. an increase in the average post-test skill score compared to the pre-test score of at least 50% for each technical aspect (passing, control, dribbling, and shooting);
2. at least 70% of participants shifting from the “fair/poor” category to the “good/very good” category on the observation sheet;
3. an improvement in tactical understanding and teamwork, as reflected in the small-sided game observation checklist; and
4. active participant involvement of at least 90% attendance throughout the sessions, as recorded in the attendance sheet.

1. Implementation Stages

a. Preparation

The preparation stage included coordination with STKIP YPUP Makassar, determining the activity schedule and location, collecting participant data, compiling materials, and preparing futsal facilities and infrastructure. Equipment used included futsal balls, cones, vests, goals, whistles, and other supporting equipment.

b. Material Delivery

Participants were given material on the basics of futsal, including: 1) passing techniques; 2) control techniques; 3) dribbling techniques; 4) shooting techniques; 5) defensive techniques; 6) movement without the ball; 7) communication and teamwork; 8) principles of attack and defense. The material

was delivered concisely, communicatively, and tailored to the participants' level of understanding (Sudirman & Kamaruddin, 2022).

c. Technical Demonstration

The instructor demonstrated the correct basic futsal techniques. The demonstration was conducted step by step, explaining body position, foot use, direction of movement, balance, and the application of the techniques in the game. Participants were given the opportunity to observe the movements before practicing.

d. Basic Technique Practice

Participants practiced basic techniques directly. Passing and control drills were conducted in pairs and groups. Dribbling drills were conducted using cones to practice ball control and changes of direction. Shooting drills were conducted to improve the accuracy and power of kicks (Aditya et al., 2023; Taufiqurrahman et al., 2023) Instructors supervised and corrected any errors made by participants during the drills.

e. Combination and Tactical Drills

Once basic techniques were mastered, participants practiced combination drills such as passing-control, passing-dribbling, and dribbling-shooting. The drills then continued with the application of simple tactics, such as attack and defense patterns, movement without the ball, communication, and transitions, applied through small-sided games (Daniel et al., 2024; Tandi Rerung et al., n.d.-a)

f. Evaluation

It is hoped that the implementation of the PKM Futsal Coaching Clinic at the STKIP YPUP Makassar campus will improve STKIP YPUP Makassar's futsal achievements at both the national and international levels.

IMPLEMENTATION OF ACTIVITIES AND DISCUSSIONS

1. Activity Implementation Results

The Community Service (PKM) activity, titled "Coaching Clinic: Improving Futsal Playing Skills for STKIP YPUP Makassar Students," was conducted to improve students' futsal skills through material presentations, demonstrations, basic technique training, tactical drills, and game simulations. The activity was conducted in a participatory manner, actively involving students in every stage of the training.

Overall, the activity went well. Participants demonstrated high enthusiasm from the presentation of the material to the practice sessions. Students followed the trainer's instructions well and actively participated in the exercises. The activity was interactive, as participants had the opportunity to ask questions, practice, receive corrections, and re-test improved techniques. Quantitatively, the pre-test and post-test scores obtained through the technical-skill observation sheet (see Method section) demonstrated improvements in students' abilities in several key aspects of futsal, as summarized in Table 1.

Table 1. Pre-test and Post-test Scores of Basic Futsal Skills

Skill Aspect	Average Pre-test Score	Average Post-test Score	Improvement (%)	Category
Passing	2.10	3.40	61.9%	Good
Control	2.05	3.25	58.5%	Good
Dribbling	1.95	3.15	61.5%	Good
Shooting	2.20	3.30	50.0%	Good
Tactical Understanding	2.00	3.05	52.5%	Good
Teamwork & Communication	2.15	3.35	55.8%	Good

2. Improvement in Basic Technical Skills

One of the main outcomes of the activity was an increase in students' ability to perform basic futsal techniques, consistent with the scores presented in Table 1. The basic techniques focused on the activity included passing, control, dribbling, and shooting.

In passing drills, students were guided to improve the accuracy of their direction and power. At the beginning of the activity, some students were still passing with inconsistent power and paying little attention to their teammates' positions. After repeated practice and direct correction, students' ball control skills improved, in line with the effectiveness of drill-based passing training reported in previous studies (Aditya et al., 2023; Taufiqurrahman et al., 2023).

Control skills also showed improvement. Students began to be more able to receive the ball using the correct part of their foot and direct it into safer areas. Improved control skills impacted the smoothness of the game because players could immediately take the next action after receiving the ball.

In dribbling drills, students were given practice using cone-based paths and situations involving opponents. These exercises helped improve coordination between footwork and the ball. Students became more able to control the ball while moving and changing direction.

Meanwhile, shooting practice focuses on target accuracy and kicking technique. Students gain an understanding of body position, footwork, contact point with the ball, and kick direction. Through repeated practice, students demonstrate improvement in directing the ball toward the target.



Figure 1. Participants practicing passing and ball-control drills in pairs on the STKIP YPUP Makassar futsal court

3. Improving Understanding of Game Tactics

In addition to technical aspects, the coaching clinic also yielded positive results in improving students' understanding of game tactics. In the initial stages, some participants tended to play individually and did not fully grasp the importance of positioning and movement without the ball.

Through tactical training, students were given an understanding of positioning, movement to create space, attack, defense, and transition patterns. Students began to understand that futsal requires the movement of all players, not just the player in possession of the ball.

Small-sided games are an effective method for helping students understand tactical application (Daniel et al., 2024; Tandi Rerung et al., n.d.-b) In games with fewer players, students have more opportunities to pass, move into space, defend, and make decisions. These situations help students connect the material presented to real-life game situations.



Figure 2. A participant performing a dribbling drill while teammates reposition to support the attacking transition

4. Improved Cooperation and Communication

Futsal requires significant communication and cooperation between players. The results of the activity demonstrated an increased awareness among students of the importance of communication during play. Students began to

become accustomed to providing teammates with information about opponent positions, open spaces, and passing options. Improved communication helped foster coordination in both attack and defense.

Teamwork also improved during match simulations. Players began to maintain their positions, move without the ball, assist players in possession, and make transitions together.

5. Participant Response and Enthusiasm

Participant enthusiasm was a contributing factor to the success of the activity. Students demonstrated a high level of interest in the material presented because the activities were not only theoretical but also directly practiced on the field.

Participants actively participated in each training session, from warm-ups, technical drills, tactical drills, and games. Interaction between instructors and students was also effective. Participants had the opportunity to receive direct correction so they could understand their mistakes and correct them. This enthusiasm shows that the coaching clinic approach can be an interesting form of sports learning and is suitable for the characteristics of students who need direct practical experience (Author & History, n.d.; Budi, 2023)



Figure 3. Group photo of the service team, instructors, and STKIP YPUP Makassar student participants at the closing of the PKM Futsal Coaching Clinic, funding year 2026

Discussion

The results of the activity indicate that the coaching clinic approach can positively contribute to improving students' futsal playing skills. This improvement is not only evident in mastery of basic techniques, but also in their ability to apply these techniques in the game, as reflected in the pre-test-post-test comparison in Table 1.

The learning process, which begins with the presentation of material, followed by demonstrations, repeated practice, correction, and application in the game, provides students with the opportunity to gradually grasp the skills. Demonstrations help participants understand the form of movements, while practice provides motor experience. Corrections from the instructor then help

participants correct errors, resulting in more effective movements (Sudirman & Kamaruddin, 2022)

Repeated practice of basic techniques is also an important part of skill development. However, basic techniques need to be combined with training that mimics match situations. Therefore, the implementation of small-sided games and match simulations is crucial because it allows students to integrate technical, tactical, communication, and decision-making skills (Daniel et al., 2024); (Tatya et al., 2020)

From a coaching perspective, this activity demonstrates that improving futsal playing skills requires a continuous process. A single coaching clinic can provide initial understanding and experience, but more optimal skill improvement requires regular practice, a structured program, regular evaluation, and ongoing mentoring, as also emphasized in similar futsal coaching community service programs (Dai et al., 2024; Silaban et al., 2025).

CONCLUSION

Based on the results of the activity, it can be concluded that the coaching clinic had a positive impact on students' futsal playing abilities. Improvements were seen in their mastery of basic techniques, particularly passing, control, dribbling, and shooting. Furthermore, students demonstrated a better understanding of game principles, attacking and defensive patterns, transitions, movement without the ball, and decision-making in game situations.

This activity also improved students' communication skills, teamwork, discipline, sportsmanship, and motivation to participate in sports activities. The use of hands-on practice and games provided students with opportunities to apply their acquired skills in match-like situations, in line with the goals of similar student-focused futsal coaching programs (Hasyim et al., 2025)

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