

## Elementary School Students' Talent Analysis Through Sparring Partners in Futsal Extracurricular Activities

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### ABSTRACT

This research was motivated by the extracurricular talent in one elementary school in Karang Regency, which was still unable to compete with other elementary schools at the District Level during the Sports and Art Events (*Porseni*) event. The purpose and objective of this research are to serve as a benchmark for improving the achievement of elementary school-level students in sports. This research was carried out by conducting sparring partners between fourth-grade students involved in extracurricular activities. The sport that is contested is futsal. The data analysis technique used in this research is descriptive qualitative. Data was collected by observing the activities carried out by students and conducting interviews with sports teachers and students who participated in futsal. Research results show that students are more enthusiastic, active, not lazy, and feel happy. Inter-class Sparring Partner activities at the elementary level can encourage students to be more active and stimulate them more to master the sport of futsal to develop their talents further and excel in the sport of futsal.

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## 1. INTRODUCTION

Education aims to improve the attitudes and behaviour of an individual or group. It is often interpreted as an activity that humanizes humans (Abidah et al., 2020; Hafni, 2019; Plomp, 1997; Wagner, 2019). Schools must be able to bridge so that students are trained in abilities that can hone knowledge and skills. Besides the learning process in the classroom, one crucial aspect is extracurricular activities which are a place for developing students' abilities beyond their cognitive abilities. Extracurriculars are activities after the learning hours are over to develop students' talents in specific

fields. Sport is one type of extracurricular that students are interested in (Alfredo et al., 2021; Aswanto, 2021; Musthofa, 2019). Sport is extracurricular for developing students' talents, skills, resilience, and physical and spiritual health. One type of extracurricular that is in great demand by students is futsal (Rasyd & Atiq, 2019; Widiyono & Mudiono, 2021). They are expanding students' talents for their development by guiding and teaching the game of futsal to the talents of the students themselves, a futsal extracurricular sport now in great demand by students who like it.

Futsal is a sport that was developed from football, and the difference is that futsal is played in a closed room with 5vs5, including the goalkeeper on each different team; when the match starts, the goal is always the fastest in each team that competes (Castagna et al., 2009; de Freitas et al., 2017; Duncan et al., 2018; Lago-Fuentes et al., 2020; Wijayanti & Kushartanti, 2014). Winning or losing during a match is good or bad in terms of the match strategy process based on the coach's instructions, requiring intense concentration and intelligence. Futsal is a dynamic, fast game, and defensive ball transitions must be balanced for all athletes who struggle with constant ball control and value constant high-tempo running. (Bahtra, 2019; Nawir, 2020; Ribeiro et al., 2021; Sarmiento et al., 2015; Sumpena, 2017). The analysis of futsal games should not only include playing actions on the field. However, futsal games need to be reviewed regarding patterns or strategies for scoring goals.

Developing students' talents sometimes requires a better approach or method in extracurricular futsal. The talent search is often done through observation and coaching experience. This method is not wrong, but it is still not sufficiently accurate and standardized. Efforts to excel in sports are very complex because many factors are involved, including internal factors such as the athlete's physical and mental state and external factors such as the environment and infrastructure. Internal factors come from the athletes' quality (Baker et al., 2018, 2020). A quality athlete means having natural potential (talent) that is ready to be developed to meet the demands of sport and achieve peak performance. Experience shows that only talented and trained athletes can achieve peak performance.

In a more general sense, talent is heard as an ability that has existed since birth and passed down from his family. This follows the opinion that talent is generally defined as what a person has from birth (Rachman & Mukminin, 2018; Utomo et al., 2019). Talent is, of course, innate and passed down genetically from offspring. Having talent allows one to succeed in specific fields, especially in sports. Defia Rosmanar, Eko Yuli, Lindswell Kwok, and many other examples of great and talented athletes abound. This athlete did not explode into success. However, translating talent into performance requires practice, knowledge, experience, and motivation. If talented people are not allowed to develop their potential, their talents will not be fulfilled, and it will be difficult for them to reach their peak (Anggraini et al., 2020; Huda & Munastiwi, 2020). Based on this, one's sporting talent can be better if it is driven by high motivation and a supportive environment

Talent must be researched and developed so that it can be realized. There are many types of talent; some have talent in music, martial arts, presenters, sports, and others. However, not all talents can be identified because they are unaware of their talents. In addition, it does not reduce the need for a talent pool so that not all talents can be appropriately placed optimally. So, this talent can be a latent talent without being realized in life. Talent is usually closely related to interest. Interest is an internal drive or factor that arouses interest and selective attention that can lead to the selection of objects and activities that are useful and fun. It will eventually bring about decisions in him. One of the efforts that can be made to develop this talent is through activities carried out continuously, namely through sparring partner activities. Sparring partners can be interpreted as travel activities or friendly matches where the coach can rotate the game. Unlike official matches, the coach will choose players who have good physiques and play and have been practising for a long time. Unlike friendly matches, the coach usually rotates so that all players can experience playing on the field (Astuti & Priyambada, 2022; Hulfian & Jamaludin, 2021; Permatasari & Kafrawi, 2019; Sya'diah & Jatmiko, 2021).

In February 2022, a preliminary observation was made at an elementary school in Karawang Regency. The results showed that soccer extracurricular sports activities through sparring partners could develop students' talents more than just doing exercises. Therefore, students' talents from soccer

extracurricular activities must be developed through sparring partner activities or friendly matches to pursue maximum achievement. Sparring partners based on the results of initial observations can increase students' confidence in competing and train students to hone their skills in playing futsal. The talent of students through sparring partners can develop sports talent so that sparring partners can improve learning achievement in students. Sparring partners determine who the sparring partner (Competition Partner) will be the opponent. For those who are football fans, before competing, students will practice sparring with their sparring partners. So that students can increase their talent in sporting achievement, sparring partners are deliberately chosen to develop talent in students who have achievements that have not been honed. Likewise, to measure physical, health, and mental growth. Therefore, it is necessary to have sparring partners to develop students' talents so that they can pursue achievement through sparring partners. This is in accordance with research (Utama et al., 2018) bahwa sparring partner dapat membantu pemain dalam melatih kemampuan fisik serta melatih kepercayaan diri saat bertanding. Experience, motivation, and mental formation for students in elementary schools are, of course, particular concerns that must be addressed as soon as possible so that the impact does not spread and take root. The development of student talents was in a phase of decline in achievement at elementary school sports events in recent years or precisely one year ago. Of course, this impact must be addressed through talent development through sparring partners.

## 2. METHODS

This study used a qualitative method with a descriptive analysis approach. This study aims to describe, explain or describe a phenomenon, an incident, and an event from activities and social interactions that exist in the field, which are carried out in detail to find the meaning contained in the actual context of the environment.

Using a variety of scientific approaches, qualitative research seeks to comprehend how phenomena, such as behavior, perceptions, and motivation, are comprehended by study subjects. This is accomplished by describing phenomena in words and language in natural settings. (Moleong, 2015). The research activity was carried out in an elementary school in Karawang district, West Java. It was carried out in July 2022 in the Extracurricular Development of Student Talents through Sparring Partner Activities in Elementary Schools. The subjects in the research informants were male students of Class IV, Physical Education teachers, and futsal coaches.

**Table 1.** List of informants in the study

No	Name	Total
1	Male Students of Class IV	12 Students
2	Physical Education Teachers	1 teacher
3	Coach	1 coach

This research aims to develop student's talents with sparring partner activities in futsal extracurricular activities in elementary schools in Karawang Regency, West Java. In this study, the interviews used were guided interviews. Interviews were conducted with physical education teachers, trainers, and grade IV male students. This interview aims to obtain and collect information from informants. Interviews were conducted 3 times when the futsal team did sparring partners with the opposing team.

The data analysis technique used is qualitative research, carried out when data collection occurs and after completing data collection within a certain period. Activities in qualitative data analysis are carried out interactively and continue continuously until complete so that the data is saturated. Miles and Huberman offer a general analysis pattern by following an interactive model: 1) Data reduction is summarizing, choosing the main things, and focusing on the essential things that are appropriate to the research topic. 2) Data presentation in qualitative research, data presentation can be done in tables, graphs, flowcharts, pictograms, and the like. 3). Concluding is that conclusions in qualitative research

can answer the formulation of the problem that was formulated from the start, but maybe not, because as has been stated that the problems and problem formulation in qualitative research are still temporary and will develop after the research is in the field.

### 3. FINDINGS AND DISCUSSION

The research results are based on the purpose of this research is to identify and develop students' talents through sparring partner activities between one school and another. The initial implementation of the research was conducted by conducting interviews with 12 students who took the futsal extracurricular so that an overview of the benefits obtained in sparring partner activities was obtained. The initial interview focused on the following questions:

**Table 2.** Interview Questions

No.	Statement	Number of Student Respondents		Conclusion Statement
		Agree	Disagree	
1.	Physical Education, teachers and coaches do exercises and sparring partners for extracurricular futsal	12		The talented grade IV male students in futsal extracurriculars want futsal training and sparring partners. This is necessary to develop student's talents and form students into self-confidence, experience, cohesiveness, motivation, and student mentality.
2.	Sparring partner activities are carried out before the inter-school sports week	12		Students who participate in futsal extracurricular talents want this sparring partner activity to exist because it develops students' talents in computing experience.
3.	Sparring partners through classes or with other schools	12		Grade IV male students like this sparring partner activity by competing with other classes at their school or other schools. Usually, elementary schools are only concerned with practice when inter-school sports week arrives. This can prevent students from getting a different atmosphere later at the inter-school sports week tournament.
4.	Sparring partner activities are carried out once a month with an approved party	12		This is so as not to interfere with the student's learning activities because sparring partner activities can be carried out on school holidays. All sparring partner activities also depend on the school or other schools that can compete or not.
5.	Participating in out-of-school tournaments with established procedures or tournaments made explicitly for elementary schools	12		Students who are active in extracurricular futsal want to participate in extra-school tournaments held by other parties.

The table above is a data source from 12 grade IV male students who answered affirmative statements on sparring partner activities in elementary schools. Sparring partner, it could say this is a training match similar to a trial or friendly match. Adopting futsal extracurricular activities in the process of sparring partners reveals that the level of prospective talent among students in futsal extracurricular activities still lacks confidence, experience, a strong mentality, and motivation when competing or after competing. Sparring partners in futsal extracurricular activities are beneficial for exchanging information and experience in inter-school and extracurricular events.

In sports extracurriculars, the term sparring partner is a type of competitive practice that uses other parties as partners to train and compete, making training more exciting and challenging. Sparring partners are often used in extracurricular activities, especially for the potential talents of students who are starting to develop (Astuti & Priyambada, 2022; Permatasari & Kafrawi, 2019; Sya'diah & Jatmiko, 2021). Sparring Partners aims to provide students with the experience of competing in a competitive atmosphere similar to inter-school tournaments or sports week, complete with pressure from sparring partners. The benefits of sparring partners are that they can shape students' mentality to be better, create cohesiveness in team players, improve students' playing techniques to be better sportsmanship, and stimulate enthusiasm for students' talents.

The analysis reveals a number of potential solutions to the issues that arise, such as the school providing additional opportunities for students to develop their skills in futsal extracurricular activities (such as holding monthly sparring partners to give students more game experience). The goal of this competition is to give pupils plenty of practise competing before real matches. The development of students' interpersonal and intrapersonal soft skills is impacted by their participation in extracurricular activities (Vivien, 2021). Students get ample opportunity to hone a variety of futsal competition methods through regularly scheduled activities, preparing them for the defensive and offensive strategies that can be employed in any given futsal match.

There needs to be greater openness and planning in the futsal after-school training programme for training or sparring partner activities to go smoothly. For instance, the training schedule won't be released until the first day of school sports week. The best way for a sports instructor or futsal coach to manage a good team for attacking and defensive plans is to have the players spar with each other in advance of the game. This is vital for the success of extracurricular activities and the development of students' futsal skills. Students can achieve their individual goals and hone transferable skills through extracurricular activities. Through collaborative projects and real-world application, it has the potential to improve students' capacity for analysis, analysis, and critical thinking. It's crucial for helping children build interpersonal skills and positive social norms and boosting their academic confidence, social growth, and school-related happiness (Wood et al., 2011). The findings suggest that school sparring partner activities can help nurture budding futsal stars and position schools for success in sports week competitions at all levels, from elementary and middle school to the city and district.

#### 4. CONCLUSION

Based on the formulation of the problem, the objectives, and the results of the research on Extracurricular Analysis of Student Talents, it can be concluded that sparring partner activities can serve as a means of increasing students' self-confidence, motivation, cohesiveness, and mentality from before to after the exercise. It is seen in the questionnaire values of the respondents, as many as 12 male students with excellent responsiveness, in achieving optimal sparring partner activities, not only practice. However, forming changes in students, especially self-confidence, cohesiveness, and motivation, also plays an important role. Students with talent may not necessarily create outstanding accomplishments if their mental and psychological health is subpar. Researchers should make suggestions to Physical Education instructors and trainers. The talent-futsal extracurriculars of students must be regularly monitored, particularly in terms of self-confidence, mental formation, and motivation. Because the potential of students can change at any time due to various unexpected factors, it is necessary to hold a regular schedule for sparring partner training at least once a month, depending on the opponent's presence, to add to the experience of competing and mentally training the students. This research has several limitations, especially the subjects used with a small scope need to be developed for further research that is more extensive not only in extracurriculars but in professional futsal clubs.

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