



The Influence of Tactical Approach on Critical Thinking and Futsal Playing Skills of MTS Nurul Hidayah Students

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ABSTRACT

This research aims to determine the effect of the tactical approach on the critical thinking and futsal playing skills of MTS Nurul Hidayah students. The research was carried out using an experimental method with a quantitative approach and a one-group pretest-posttest design on 22 athletes with a sampling technique using total sampling. Critical Thinking data was collected using a critical thinking questionnaire, while data on futsal playing skills was collected using the Game Performance Assessment Instrument (GPAI). The results of the analysis using the two mean difference test on the critical thinking variable sig $0.00 < 0.05$ and Futsal playing skills found a mean difference in the pretest and posttest with a sig value of $0.00 < 0.05$, meaning that H_0 is rejected so it can be concluded that there is The significant influence of the tactical approach on the critical thinking and futsal playing skills of MTS Nurul Hidayah students.

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AUTHORS' CONTRIBUTION

- Conception and design of the study;
- Acquisition of data;
- Analysis and interpretation of data;
- Manuscript preparation;
- Obtaining funding

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INTRODUCTION

Promoting education in children should not only be a fundamental goal of formal education, but should be fostered in all contexts where children can develop, as feelings of happiness, pride, respect, engagement, self-esteem, and self-confidence enhance their physical and mental health (Amado-Alonso et al., 2019). Schools, as institutions, are capable of producing individuals who are balanced and well-rounded physically, emotionally, spiritually, and intellectually.

In physical education, three aspects must be assessed: cognitive, affective, and psychomotor, each with its purpose (Abduljabar, 2011). The psychomotor aspect can be seen in motor skills, such as performing sports skills. The affective aspect can be seen in attitudes and behaviours during the learning process, such as speech and manners. The cognitive aspect can be seen in knowledge of learning, such as the problem-solving



process within the learning process. During the learning process, students will think about solving problems to achieve their learning goals.

Critical Thinking Skills are the ability to think critically about problems or make decisions. Prasetyo (2017) stated that "this skill is necessary for everyone to be able to solve problems and make decisions regarding real-life issues."

Given the importance of students developing critical thinking skills, teachers play a crucial role in establishing a learning model or approach so that students can actively participate in problem-solving throughout the learning process, thereby triggering critical thinking skills, particularly in futsal.

The association between futsal and critical thinking requires selecting an appropriate approach so that students can understand the game as a whole, from basic techniques and game patterns to understanding the game. All of this becomes a unified whole within a game, and within this unity, decision-making is essential for successful gameplay. One approach that can be used in futsal to foster critical thinking skills and foster skilled decision-making is tactical. Sucipto (2015) stated that "a tactical approach is a teaching approach that emphasizes students' understanding of the nature and purpose of the sport being taught, while simultaneously encouraging children to master skills and apply them directly in game situations."

After conducting observations at MTS Nurul Hidayah, many students still lacked critical thinking skills and futsal skills. This was because the training process only emphasized basic skills. Therefore, the author researched to determine the effect of a tactical approach on critical thinking and futsal skills at MTS Nurul Hidayah.

METHODS

Research methods are useful for solving problems and answering questions faced (Fraenkel, 2015). In this research, the method used is the pre-experimental method. Regarding experimental methods, Sugiyono (2015) states that "Experimental research methods can be defined as research methods used to determine the effect of certain treatments on others under controlled conditions."

Experimental research has various designs that can be used in research. The use of these designs is tailored to the research aspects and the main problem of the study itself. In this study, the researcher used a one-group pretest-posttest research design.

Data is required in the problem-solving process in research, and this data is obtained from the research object or population being investigated. According to Sugiyono (2015), "A population is a generalized area consisting of objects/subjects with certain qualities and characteristics determined by the researcher to be studied and then conclusions drawn." In this study, the population used was all 22 students of MTS Nurul Hidayah who participated in the futsal extracurricular activity. After determining the population, the next step was determining the sample. The sample is a portion of the population and its characteristics. The sample in this study numbered 22 students. The sampling technique used in this study was total sampling. Total sampling is a sampling

technique in which all members of the population are sampled. (Sugiyono, 2015). The researcher chose total sampling because the population was less than 100.

Functionally, research instruments were needed to obtain the necessary data for the study when the author entered the information and data collection stage in the field (Fraenkel, 2012). The research instruments used by the author were a futsal playing skills test using the GPAI (Game Performance Assessment Instrument) adopted from Oslin et al. (1998), and a critical thinking skills test using a closed-ended questionnaire, namely the critical thinking questionnaire adopted from Dhaffa (2023). The following instrument outline can be seen in the table below.

Table 1.
GPAI components used

Components of Playing Performance	Criteria
Decision Making	<ul style="list-style-type: none"> • A player attempts to pass to a free teammate. • A player attempts to receive the ball passed from a teammate. • A player attempts to dribble the ball to free themselves from an opponent. • A player attempts to shoot the ball when unmarked. • A player attempts to return to defense after an attack.
Skill Execution	<ul style="list-style-type: none"> • The player passes the ball accurately to a teammate. • The player controls the ball well. • The player dribbles the ball into the opponent's defense. • The player shoots at the goal. • The player successfully intercepts and intercepts the ball from the opponent.
Support	<ul style="list-style-type: none"> • Players try to move into free positions to receive passes. • Players try to make passes and move to support attacks. • Players try to free teammates to attack. • Players try to take the ball from their opponents to attack. • Players try to provide encouragement and motivation to teammates.

Table 2.
Critical Thinking Questionnaire Grid

No	Indicators	Sub-Indicators
1	Interpretation	Understanding the purpose Understanding procedures/rules Interpreting events
2	Analysis	Identifying the purpose Connecting one thing to another
3	Evaluation	Expressing an opinion Assessing something Describing perceptions
4	Inference	Giving input Sorting something out Making assumptions Drawing conclusions
5	Explanation	Express opinions State the truth Explain the argument
6	Self Regulation	Self-awareness Self-analysis Self-evaluation

This research was conducted over 14 sessions, consisting of one pretest, twelve treatments, and one posttest. Data processing techniques used were descriptive statistical tests, prerequisite tests, and hypothesis tests.

RESULTS AND DISCUSSION

Result

The data for this study were obtained from a questionnaire on critical thinking and futsal playing results. The table below summarizes the pre-test and post-test data on critical thinking and futsal playing skills:

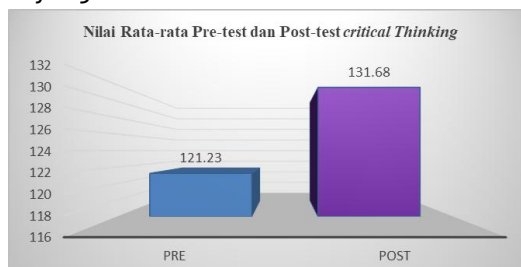


Figure 1.

Diagram of Average Scores for Pre-test and Post-test Critical Thinking

Figure 1 shows that the average critical thinking score of MTS Nurul Hidayah students obtained during the pre-test was 121.23, and the post-test was 131.68. The increase in the average score indicates that after being given the tactical approach treatment, there was an increase in critical thinking of MTS Nurul Hidayah students.

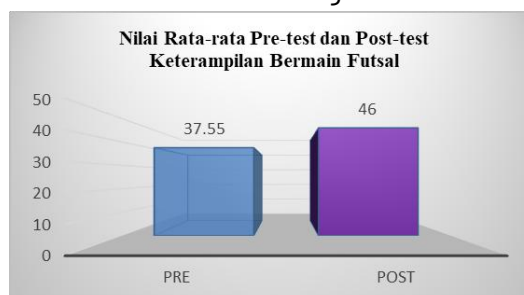


Figure 2.

Diagram of Average Pre-test and Post-test Values of Futsal Playing Skills

Based on the diagram in Figure 2, it can be seen that the average futsal skill of MTS Nurul Hidayah students during the pre-test was 37.55, and the post-test was 46. This increase in average scores indicates that after being given the tactical approach treatment, there was an increase in futsal skills among MTS Nurul Hidayah students.

The results of the normality test for the pre-test and post-test data on critical thinking and playing skills are shown in Table 3 below.

Table 3.
Normality Test

Variable	Data	Shapiro-Wilk		Description
		Statistic	Sig.	
Critical Thinking	Pre-Test	0,914	0,056	Normal
	Post-Test	0,950	0,315	Normal
Play Skills	Pre-Test	0,920	0,75	Normal
	Post-Test	0,919	0,71	Normal

Table 3 shows that the results of the Shapiro-Wilk normality test indicate that the pretest and posttest data for critical thinking and futsal skills are consistent (sig. > 0.05).

Therefore, it can be concluded that the pretest and posttest data for critical thinking and futsal skills in this study are normally distributed and can be analyzed using parametric tests.

Hypothesis testing in this study used SPSS 25 analysis with a t-test because the data obtained were normally distributed and homogeneous. The results of the paired sample t-test can be seen in Table 4:

Table 4.
Hypothesis test

Data		Different	Sig.
Critical Thinking	Pre	10,45	0,000
	Post		
Play Skills	Pre	8,45	0,000
	Post		

Based on table 4 regarding the results of the Paired Sample T-Test on the critical Thinking variable, it was found that the average difference in the pretest and posttest was 10.45 with a sig value of 0.00 < 0.005, while for playing skills, the average difference in the pretest and posttest was 8.45 with a sig value of 0.00 < 0.05, meaning that Ho was rejected so that it can be concluded that there is a significant influence of the tactical approach on Critical Thinking and futsal playing skills of MTS Nurul Hidayah students.

Discussion

Futsal is a game played by two teams of five players each. The goal is to score as many goals as possible to score in order to emerge victorious. To develop skills in futsal, athletes often face various challenges, both in training and in matches. Therefore, athletes must possess strong physical, technical, tactical, and mental abilities. Therefore, implementing a tactical approach is crucial to streamline the training process and support playing skills. A tactical approach refers to a training and learning approach that combines physical, technical, tactical, and mental training.

A tactical approach combines skills training with gameplay. This approach directly connects basic technical skills with playing skills in real-life game settings. Sucipto (2015) states, "A tactical approach is a teaching approach that emphasizes students' understanding of the nature and purpose of the sport being taught, while simultaneously encouraging them to master the skills and apply them directly in game situations."

The results of the study above indicate that a tactical approach can improve critical thinking and futsal playing skills in MTS Nurul Hidayah students. This is evidenced by the results of the Paired Sample T-Test on the critical thinking variable, with a sig. 0.00 < 0.005. Meanwhile, a difference in playing skills was found on the pretest and posttest, with a sig. 0.00 < 0.05. It can be concluded that these variables have a significant impact.

The results of this study are in line with previous research. Several studies have shown that a tactical approach is effective in improving skills (Iskandar & Agustan, 2018). According to Juliantine et al. (2015, p. 129), teaching games for understanding is based on several basic components in learning a single game unit, namely: (1) game appreciation, (2) tactical awareness, (3) accurate decision-making, (4) skill execution, and (5) performance. So it can be concluded that understanding the game allows

students to explore their understanding in game-like situations and the tactical decisions they have to make, then teaches students not only to understand how to be in a game situation, but also how to make cognitively correct decisions.

CONCLUSION

Based on the analysis and discussion of the research data, it can be concluded that:

1. There is an influence of the tactical approach on the critical thinking of students at MTS Nurul Hidayah.
2. There is an influence of the tactical approach on the futsal skills of students at MTS Nurul Hidayah.

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