



Understanding Futsal Playing Rules Through Futsal Refereeing Training for STOK Bina Guna Students

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Abstract.

Background

This community service program took the form of introductory training and information about futsal refereeing for STOK Bina Guna students. The community service program was divided into two main activities: a one-day theoretical explanation of the refereeing rules in futsal, and a five-day practical activity.

Objectives

This activity aims to: (1) introduce the provisions regarding futsal referees in the game; (2) foster enthusiasm and response from students in training so that they realize the importance of the provisions regarding futsal refereeing in the game; (3) find out the extent of students' understanding in training regarding futsal refereeing regulations; (4) find out the changes that occur in training regarding futsal refereeing regulations in the game.

Methods

The method of implementing community service for STOK Bina Guna students uses lecture, demonstration, discussion and evaluation methods.

Results

The results achieved can greatly increase the students' knowledge and understanding of the sport of Futsal, especially regarding the rules of futsal refereeing, which are considered very useful for them.

Conclusion

This training can greatly increase the students' knowledge and understanding of the sport of Futsal, especially regarding the rules of futsal refereeing, which are considered very useful for them.

Keywords: Rules, Training, Referees, Futsal.

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INTRODUCTION

Nowadays futsal is a very popular sport among all societal levels, particularly among youth (Zusyiah et al., 2023). This is due to the fact that futsal only needs basic equipment and makes players happy. Rules are necessary for futsal matches since they are supposed to keep the game running smoothly (Akhmad et al., 2021). Referee, Assistant Referee, Playing Field, Ball, Number of Players, Player Equipment, Duration of Play, Starting and Restarting Play, Ball in and Out of Play, How to Score a Goal, Offside, Violations and Impolite Behavior, and other procedures are listed in the FIFA Futsal Laws of the Game 2014 book, which has 17 articles. Corner kicks, goal clearance, kick-ins, penalty kicks, and free kicks (Usman et al., 2019).

From the moment he reaches the playing field until he exits, the referee in charge of each futsal match has complete authority to enforce the game's rules, also known as the Laws of the Game, in

connection with the match he has been assigned to oversee (Murhananto, 2006). Since a referee's capital and weapon is to lead a match on the field, the author's observations on referees indicate that referee I and II have a complete awareness of the game's rules. Understanding, according to Bloom's Theory in Retno Utari, is the capacity to comprehend directions and validate the comprehension or significance of ideas or concepts that have been presented orally, in writing, or through the use of graphics or diagrams (Retno Utari, 2011). Regarding the operational verbs in comprehension, a referee can use them.

Unhappiness with referee decisions is one of the many situations that lead matches to be disrupted. The author had this experience while watching someone serve as a referee. As the match's arbiter, the referee frequently renders contentious rulings (Dzulfikhram et al., 2021). The fast-paced and high-pressure nature of matches offers little room for referees to think properly and make precise choices. Referee decisions usually give some teams a sense of inferiority (Alif et al., 2025).

The author is interested in providing STOK Bina Guna students with a community service training on futsal refereeing rules based on the description above.

Partner Problems

Students at STOK Bina Guna still don't fully comprehend the rules governing futsal refereeing. This is because coaches, administrators, and even students did not attend enough training. Consequently, this futsal rules training can at least give participants a clear understanding of the game's refereeing regulations.

Targets

- 1) To introduce the rules of refereeing in futsal.
- 2) To determine students' enthusiasm and response to the training, so they understand the importance of the rules of refereeing in futsal.
- 3) To determine the extent of students' understanding of the rules of refereeing in futsal after participating in the training.
- 4) To identify any changes in the training on the rules of refereeing in futsal.

Outputs

- 1) Participants will gain knowledge and understanding of futsal refereeing rules training.
- 2) Students will gain motivation and benefit from futsal refereeing rules training.
- 3) Policymakers will be encouraged to continually focus on and develop refereeing rules training among students.
- 4) Provide input for STOK Bina Guna administrators and students to conduct futsal refereeing rules training for the general public.

METHOD

Research Design

The community service implementation methods for STOK Bina Guna students will be outlined as follows:

- 1) Lecture and paper delivery methods: primarily covering theoretical material.
- 2) Demonstrations: Providing examples for students to practice various futsal refereeing rules.
- 3) Discussions: Providing opportunities for participants to ask questions during the training.
- 4) Evaluation: Observing students' interest and commitment in participating in training activities on futsal refereeing rules.

Participant

Participants in the futsal refereeing regulations training during this community service implementation were STOK Bina Guna students.

Data Analysis

Futsal refereeing rules training that will be provided to partners are as follows: Playing Field, Ball, Number of Players, Player Equipment, Referee, Assistant Referee, Length of Play, Starting and Restarting Play, Ball in and Out of Play, How to Score a Goal, Offside, Violations and Impolite Behavior, Free Kicks, Penalty Kicks, Kick-Ins, Goal Clearance, Corner Kicks.

RESULTS AND DISCUSSION

Results

Outcomes Obtained 1) In order for everyone to learn and effectively practice the information provided on futsal refereeing rules, the participants must be willing and enthusiastic to accept it. 2) Can greatly improve students' knowledge and comprehension of futsal sports, particularly with regard to futsal refereeing rules, which are thought to be very helpful for themselves; 3) Improved ability of STOK Bina Guna students to practice futsal refereeing rules; 4) Participants recognize that the provided material can provide insight that is highly beneficial for STOK Bina Guna students.

Discussion

A. Supporting Factors:

- 1) Support from STOK Bina Guna in providing equipment and facilities, ensuring the training ran smoothly.
- 2) Support from the Presentation Team in delivering materials according to the planned schedule.
- 3) The participants' strong interest and enthusiasm throughout the event, ensuring a smooth and effective implementation.

B. Inhibiting Factors:

- 1) The schedule for futsal refereeing training must be adjusted to fit in with sports or afternoon sessions.
- 2) During the futsal refereeing training, some participants frequently arrived late, resulting in them missing out on some of the material.
- 3) Limited training time, and inadequate facilities and equipment.

CONCLUSION

The following conclusions can be drawn from this community service project: 1) Training on futsal refereeing rules produced very positive results, as all participants were able to practice them effectively; 2) This training can greatly expand students' knowledge and comprehension of futsal sports, particularly regarding futsal refereeing rules, which are thought to be very helpful for themselves; 3) This training can encourage all students to continue the activity through to the end; and 4) Participants recognize that the information provided can add knowledge that is very helpful for STOK Bina Guna students.

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AUTHOR CONTRIBUTION STATEMENT

All authors contributed equally to the planning, implementation, and reporting of this community service program. Dicky Hendrawan served as the project coordinator and corresponding author. Dicky Hendrawan and Eka Abdurrahman were responsible for site coordination and data collection. Handi El Fonahia Telaumbanua led the educational activities. Ebit One Nitema Laowo and Muhammad Fadhel Syahputra contributed to the design of the community service program. All authors reviewed and approved the final manuscript.

CONFLICT OF INTEREST AND FUNDING

The authors declare no conflict of interest related to the conduct, authorship, or publication of this study.

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