

## Analysis of Football Tactics and Strategy Knowledge Level in Football Extracurricular Activities at SMAN 4 Sarolangun

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### ABSTRACT

This study aimed to analyze the level of knowledge regarding football tactics and strategy among students participating in football extracurricular activities at SMAN 4 Sarolangun. This research employed a descriptive quantitative approach using a survey method. The population consisted of 30 students participating in football extracurricular activities at SMAN 4 Sarolangun, with a total sampling technique applied. Data collection was conducted using a validated questionnaire containing 35 items covering tactics and strategy knowledge. Data analysis utilized descriptive statistics with percentage calculations. The findings revealed that students' knowledge of football tactics and strategy was categorized as "sufficient" with a mean score of 19. Distribution analysis showed 10% of students in the very poor category, 20% in poor, 30% in sufficient, 33% in good, and 7% in very good categories. These results indicate the need for enhanced theoretical instruction alongside practical training in football extracurricular programs. The study provides valuable insights for coaches and educators to develop more comprehensive training programs that integrate tactical and strategic knowledge with physical skills development.

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A. Conception and design of the study;  
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## INTRODUCTION

Physical education represents a fundamental aspect of educational development aimed at enhancing capabilities through physical activities to achieve health and desired educational objectives encompassing knowledge, physical skills, and attitudes (Mustafa, 2021). Through physical activities, children acquire valuable experiences beneficial for life, including aspects of intelligence, emotion, concentration, cooperation, and skills (Safitri et al., 2024). Physical education plays a crucial role in student development by providing opportunities for direct engagement in various learning experiences through structured physical activities, games, and sports.

Physical education is implemented through two forms of learning activities: intracurricular and extracurricular (Sauma et al., 2024). Intracurricular activities encompass all teaching and learning processes conducted in schools according to the applicable curriculum

to achieve minimum objectives for each subject. Meanwhile, extracurricular activities are those conducted outside regular class hours, aimed at supporting curriculum implementation by expanding students' insights, knowledge, and abilities in applying what they have learned during intracurricular activities (Sidik, 2023). The Minister of Education and Culture Regulation No. 62 of 2014 regarding extracurricular activities states that extracurricular activities are activities carried out by students outside intracurricular learning hours and co-curricular activities under the guidance and supervision of educational units.

Extracurricular sports programs in schools are designed to develop students' interests and talents in sports (Daryono, 2019). Beyond developing interests and talents, sports and extracurricular activities also facilitate students excel in their respective sports disciplines. To achieve this goal, proper technical and physical training is required. Various types of sports are provided by schools to meet students' needs for channelling their talents. One of the sports options at SMAN 4 Sarolangun is football, which is highly favored by students due to its attractiveness and popularity among the student body.

Football represents one of the world's most popular sports, earning the designation as the most popular sport globally (Clemente et al., 2020). Nearly every football championship, whether at the club or national level, consistently attracts public attention. In various locations, people of all ages, from children, teenagers to adults, engage in this sport for different purposes, including recreation, health improvement, fitness maintenance, and competitive achievement. According to (Luxbacher, 2014), football is a simple game, and the secret to good football lies in performing simple things as well as possible. It is considered simple because this sport, played by two teams of 11 players each, fundamentally involves attempting to score as many goals as possible into the opponent's goal while protecting or preventing the opponent from scoring goals.

Football consists of four main elements: technique, tactics, physical condition, and mental aspects (Darmawan & Putera, 2012). To play this sport effectively, basic skills are required, including dribbling, passing, stopping, heading, and shooting (Putra & Sumantri, 2023). Ideally, every football player should master these fundamental skills to play football effectively. Understanding tactics and strategy among football players provides advantages to the team and facilitates communication during matches (Okilanda et al., 2020). Good tactical understanding becomes evident during matches as tactics refer to decisions made by individual players or teams during competition to achieve specific objectives. Strategy, on the other hand, is long-term oriented, typically conducted off the field based on coach and team decisions, such as playing styles to be implemented throughout a season (Rahman et al., 2018).

Based on observations conducted at SMAN 4 Sarolangun, this team frequently participates in inter-district tournaments held in Sarolangun Regency. Information obtained from the football extracurricular coach indicated that students participating in football extracurricular activities still lack understanding of tactical and strategic implementation. In every match, they rely solely on physical confrontation without applying proper tactics and strategy. Therefore, this research aims to analyze the level of tactical and strategic knowledge among football players to achieve victory in competition.

## METHODS

This research employed a descriptive quantitative design using survey methodology. According to (Budiwanto, 2017), descriptive research aims to describe, explain events, and narrate problem-solving occurring currently in a systematic, accurate, and factual manner based on data regarding specific characteristics or factors being studied. The study was conducted at Imau Punggur Mandiangin Tuo field, Sarolangun Regency, following receipt of research permission from SMAN 4 Sarolangun.

The population consisted of 30 students participating in football extracurricular activities at SMAN 4 Sarolangun. A total sampling technique was applied, making all 30 population members serve as research samples. Data collection utilized a validated questionnaire adapted from (Sasongko, 2015) containing 35 items covering tactics and strategy knowledge in football. The instrument demonstrated reliability with a Cronbach's alpha coefficient of 0.913, indicating high reliability.

Data analysis employed descriptive statistics with percentage calculations using the formula:  $P = (F/N) \times 100\%$ , where P represents the percentage sought (relative frequency), F represents frequency, and N represents the number of respondents. Data categorization followed (Abughazalah et al., 2024) formula with five categories: very good ( $X > M + 1.5 \text{ SD}$ ), good ( $M + 0.5 \text{ SD} < X \leq M + 1.5 \text{ SD}$ ), sufficient ( $M - 0.5 \text{ SD} < X \leq M + 0.5 \text{ SD}$ ), poor ( $M - 1.5 \text{ SD} < X \leq M - 0.5 \text{ SD}$ ), and very poor ( $X \leq M - 1.5 \text{ SD}$ ).

## RESULTS AND DISCUSSION

### Result

#### Overall Tactics and Strategy Knowledge

The analysis of football tactics and strategy knowledge among students participating in extracurricular activities at SMAN 4 Sarolangun revealed important findings regarding their understanding level. Data collection through a 35-item questionnaire covering two main factors - tactics and strategy - provided comprehensive insights into students' theoretical knowledge in football.

**Table 1.**  
Descriptive Statistics of Tactics and Strategy Knowledge

Statistic	Value
N	30
Mean	19
Median	21
Mode	23
Standard Deviation	8
Minimum	6
Maximum	34

The descriptive analysis showed a mean score of 19, indicating that overall knowledge level falls within the "sufficient" category. The standard deviation of 8 suggests considerable variation in knowledge levels among participants, with scores ranging from 6 to 34 points.

**Table 2.**  
Frequency Distribution of Tactics and Strategy Knowledge

Category	Interval	Frequency	Percentage
Very Good	31-35	2	7%
Good	23-30	10	33%
Sufficient	15-22	9	30%
Poor	7-14	6	20%
Very Poor	0-6	3	10%
<b>Total</b>		<b>30</b>	<b>100%</b>

The frequency distribution analysis revealed that the majority of students (33%) demonstrated good knowledge levels, followed by sufficient (30%) and poor (20%) categories. Only 7% achieved very good knowledge levels, while 10% fell into the very poor category. This distribution indicates that while most students possess adequate basic understanding, there remains significant room for improvement in tactical and strategic knowledge.

### Tactics Knowledge Analysis

A separate analysis of tactics knowledge provided more specific insights into this crucial component of football understanding. Tactics, representing immediate decision-making and situational responses during gameplay, showed distinct patterns in student comprehension.

**Table 3.**  
Descriptive Statistics of Tactics Knowledge

Statistic	Value
N	30
Mean	10
Median	10
Mode	11
Standard Deviation	5
Minimum	2
Maximum	18

The tactics knowledge analysis revealed a mean score of 10, categorizing overall performance as "sufficient." The relatively narrow range of scores (2-18) compared to the combined assessment suggests more consistent understanding levels among students in tactical concepts. However, the moderate standard deviation of 5 indicates continued variation in individual comprehension levels.

**Table 4.**  
Frequency Distribution of Tactics Knowledge

Category	Interval	Frequency	Percentage
Very Good	18	2	7%
Good	13-17	7	23%
Sufficient	8-12	12	40%
Poor	3-7	8	27%
Very Poor	0-2	1	3%
<b>Total</b>		<b>30</b>	<b>100%</b>

The distribution shows that 40% of students demonstrated sufficient tactics knowledge, representing the largest category. Combined with the good category (23%), approximately 63% of students showed adequate tactical understanding. However, 30% still fall within the poor and very poor categories, indicating the need for enhanced tactical instruction.

### Strategy Knowledge Analysis

Strategy knowledge, encompassing long-term planning and systematic approaches to football, showed similar patterns but with some notable differences in distribution.

**Table 5.**  
Descriptive Statistics of Strategy Knowledge

Statistic	Value
N	30
Mean	10
Median	10
Mode	12
Standard Deviation	5
Minimum	1
Maximum	17

Strategy knowledge analysis yielded similar central tendency measures to tactics knowledge, with a mean of 10 indicating “sufficient” overall performance. The slightly lower maximum score (17 vs. 18) suggests that strategy concepts may present greater challenges for some students, despite similar average performance levels.

**Table 6.**  
Frequency Distribution of Strategy Knowledge

Category	Interval	Frequency	Percentage
Very Good	17	1	3%
Good	13-16	7	23%
Sufficient	8-12	13	43%
Poor	3-7	7	23%
Very Poor	0-2	2	7%
<b>Total</b>		<b>30</b>	<b>100%</b>

Strategy knowledge distribution showed 43% of students in the sufficient category, the highest proportion. Combined with good category performance (23%), approximately 66% demonstrated adequate strategic understanding. The very poor category (7%) was smaller than in tactics knowledge, suggesting slightly better overall strategic comprehension.

### Discussion

The research findings reveal that students' knowledge of football tactics and strategy at SMAN 4 Sarolangun falls within the “sufficient” category, consistent with similar studies in educational settings. According to (Saharullah, 2019), tactics represent situational responses and strategic thinking applied during competition, while strategy encompasses long-term planning and systematic approaches to gameplay. The

distinction between these concepts is crucial for developing a comprehensive football understanding.

The moderate knowledge levels observed align with findings from previous research by (Sasongko, 2015), who reported similar patterns among high school football players in Wonosari. The predominance of students in sufficient and good categories suggests that basic theoretical foundations exist but require systematic enhancement. (Gazali et al., 2020) emphasizes that effective football performance requires integration of technical skills with tactical and strategic understanding, supporting the importance of theoretical knowledge development alongside practical training.

The variation in individual performance levels, evidenced by the standard deviation values, indicates diverse learning needs among participants. Some students demonstrated excellent understanding, while others struggled with basic concepts. This finding supports the need for differentiated instruction approaches in extracurricular programs, as suggested by educational research in sports pedagogy (Dermawan & Nugroho, 2020).

Practical implications of these findings extend beyond academic assessment to real-world performance enhancement. Students with better tactical and strategic knowledge typically demonstrate improved decision-making during matches, enhanced communication with teammates, and more effective adaptation to changing game situations. The development of such knowledge requires systematic instruction combining theoretical learning with practical application opportunities.

## CONCLUSION

This study demonstrates that football tactics and strategy knowledge among students participating in extracurricular activities at SMAN 4 Sarolangun is categorized as "sufficient" based on quantitative assessment. The distribution analysis revealed 33% of students with good knowledge, 30% with sufficient knowledge, 20% with poor knowledge, 10% with very poor knowledge, and 7% with very good knowledge. These findings indicate substantial room for improvement in theoretical understanding alongside practical skill development. The research confirms the hypothesis that a comprehensive assessment of tactical and strategic knowledge provides valuable insights for educational program enhancement. Students demonstrating higher knowledge levels typically exhibit better performance in competitive situations, supporting the importance of integrated theoretical and practical instruction in football education programs.

Based on the research findings, several recommendations emerge for improving football extracurricular programs. First, coaches should implement systematic theoretical instruction covering tactical and strategic concepts alongside practical training sessions. Second, regular assessment of knowledge levels should be conducted to monitor progress and identify areas requiring additional attention. Third, differentiated instruction approaches should be employed to accommodate varying



learning needs and knowledge levels among participants. Future research should explore the relationship between theoretical knowledge and practical performance through longitudinal studies. Additionally, investigation of effective instructional methods for developing tactical and strategic understanding would provide valuable insights for sports educators and coaches working with adolescent athletes in educational settings.

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