

Implementation of the Futsal Sports Program as a Media for Leadership Development in Elementary School Age Children

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Abstract. Leadership is one of the important skills that need to be developed from an early age to equip children with the ability to adapt in a dynamic environment. Futsal as a team sport provides an ideal environment for developing social and leadership skills, such as cooperation, respect for differences. This study aims to explore the effectiveness of the implementation of futsal sports programs that integrate leadership development in elementary school children. The method used was an experiment with a pre-test – post-test control group design, the population of grade 6 students in SD Lembang 1, 2, and 3 with a total of 60 students, the sample used was 30 students taken from each school as many as 10 students. This study involved three groups of 6th grade elementary school children who participated in a leadership-based futsal program, a control group that participated in a futsal program without leadership integration, and a control group that did not participate in futsal and did not have leadership. Data was collected through questionnaires that measured leadership skills. The results of the study showed that the group participating in the leadership integration futsal program experienced a significant increase, with an average of 73.8. In conclusion, futsal programs that integrate leadership are effective in improving children's leadership skills and can be used as a model for character development and social skills in elementary schools.

Keywords: Futsal Training; Integration; Leadership; Social Skills; Primary School.

1. Introduction

Sport is one of the effective educational tools to develop various life skills, including leadership. In the context of elementary school-age children, futsal as a team sport provides a unique opportunity to teach values such as cooperation, responsibility, and decision-making skills (Spyrou et al., 2020). Playing activities in futsal allow children to learn to lead and be led, creating an atmosphere that supports the development of leadership character from an early age. Previous research has shown that team-based sports can improve self-confidence, interpersonal skills, and managerial abilities in the future (Zafar et al., 2023).

Futsal as a team sport creates a natural learning space for children to develop social and leadership skills through cooperation, interaction, and coordination between team members (Aizava et al., 2023). In the process of playing, children learn to recognize the role of each individual in a group, understand the importance of collective contribution, and make decisions that support a common goal. This helps to form an adaptive leadership mindset, where children are able to face challenges with flexibility and collaboration (David Jones, 2024). In addition, futsal allows for learning through hands-on practice in a controlled competitive atmosphere, allowing children to explore communication and decision-making strategies in real-time (Sanmiguel-Rodríguez & Giráldez, 2021). Furthermore, recent research reveals that team sports such as futsal not only train technical skills but also improve self-confidence, empathy, and leadership skills, which are important elements in character development (Quang, 2023; Muhsin et al., 2021). A structured futsal program with the guidance of a competent educator or coach provides opportunities for children to practice these skills in a supportive environment.

1.1. Problem Statement

The development of leadership skills in primary school-aged children is essential to equip them with the ability to adapt and work in a dynamic environment (Tackett et al., 2023). Leadership is one of the important skills that need to be developed from an early age to equip children with the ability to adapt and work in a dynamic environment (Calano et al., 2004). However, conventional approaches to education often lack space for children to develop social and leadership skills through practical experience. In this context, team sports such as futsal have the potential to be an effective medium to fill the void by providing a natural, collaborative, and competitive learning environment. Although several studies have shown the benefits of sports in leadership development, the implementation of education-based futsal programs, especially for elementary school children, is still rarely carried out in a structured and systematic manner (Butalia et al., 2024; Hubley et al., 2020). This creates an urgent need to evaluate and develop a futsal program model that focuses not only on physical skills but also on the formation of adaptive and collaborative leadership characters (Ginciene et al., 2023; Muhsin et al., 2021). Without targeted intervention, opportunities to maximize the potential of futsal in building leadership skills in early childhood can be overlooked. Through futsal, elementary school children can develop various important leadership skills. Futsal teaches children about teamwork, where they learn to coordinate and work together to achieve a common goal (Opstoel et al., 2020). In addition, futsal also improves children's communication skills, because they have to give each other instructions and respond quickly to game situations. Responsibility skills are also developed, where children learn to take responsibility for their decisions and actions on the ground (Anwar et al., 2023). Futsal also helps children learn to manage conflicts, both between players and opponents, which is important in maintaining good relationships within the team (Amado-Alonso et al., 2019). In addition, futsal increases children's confidence, as they feel more confident in their physical abilities and leadership. Children also learn to motivate teammates and create a positive atmosphere in the team. Mental resilience and assertiveness are also formed, as they must stay focused and make decisions under pressure (Stochi de Oliveira & Borin, 2021). Finally, futsal teaches children to appreciate differences in teams, considering that they work with friends who have different backgrounds and abilities. All of these achievements help children develop leadership qualities that are useful in everyday life (Yenen et al., 2023).

1.2. Related Research

The integration of leadership development in the futsal training program had a significant influence on the improvement of players' leadership skills, with the group that received leadership treatment showing an increase of 77.18% (Candra et al., 2020). These results underscore the importance of an approach that incorporates the teaching of leadership skills in sport to achieve effective outcomes. By integrating leadership in training activities, it produces a very good influence. In addition, further research can also compare the influence of different leadership teaching methods on other sports to find out the extent to which these findings can be applied in various sports disciplines.

Teaching that involves a small game and a democratic leadership style can help the positive development of young futsal players. Small games are positively associated with goal setting, while a supportive and democratic coaching leadership profile plays an important role in developing a player's social, personal, and cognitive skills (Albuquerque et al., 2021). In addition, longer participation in training programs improves initiative and goal skills, by showing better results in both aspects. These findings support the use of a training approach that involves active methods and inclusive leadership to support the development of young players.

Other research shows that leadership, both formal (such as team captains) and informal (like other athlete leaders), has a significant impact on sports team performance and the mental well-being of team members (Cotterill et al., 2022). Although the importance of the role of athlete leaders has been recognized, there has been a delay in the development of a systematic approach to improving leadership skills in the context of sports teams. Further research can develop a more structured approach to the development of athletes' leadership skills, as well as explore effective methods in increasing leadership capacity at both the

individual and team levels. In addition, future research also needs to explore how different leadership training approaches can be applied in different types of sports to improve overall team effectiveness.

As such, it is important to continue exploration of the teaching of leadership in sports to ensure a broader and measurable improvement in the overall performance of the team. The development of leadership skills through sports in primary school is very important considering that childhood is a crucial period in the formation of character and social skills. Research at the elementary school level can provide insights into how sports, such as futsal, can be an effective means of teaching the values of leadership, teamwork, and deep self-development.

1.3. Research Objectives

Although the importance of the role of athlete leaders has been recognized, there has been a delay in the development of a systematic approach to improving leadership skills in the context of sports teams. Further research can develop a more structured approach to the development of athletes' leadership skills, as well as explore effective methods in increasing leadership capacity at both the individual and team levels. In addition, future research also needs to explore how different leadership training approaches can be applied in different types of sports to improve overall team effectiveness.

2. Theoretical Framework

This study combines several theories relevant to leadership development through team sports, especially futsal, in the context of elementary school-age children's education. Futsal as a sport that involves intense team dynamics, offers ample opportunities to develop leadership skills among elementary school students. Given the importance of character education at an early age, futsal is one of the most effective media in shaping and strengthening children's leadership character. This sport teaches children to work together in teams, communicate effectively, and solve problems together, all of which are essential leadership skills (Cotterill et al., 2022). Research by Candra et al. (2020) revealed that by integrating leadership teaching in futsal practice, students can experience a significant improvement in leadership skills. Futsal not only focuses on physical skills, but also shapes character values such as responsibility, discipline, and teamwork spirit, which contribute to the formation of individuals who have the ability to lead in a variety of social and academic contexts (Sinha, 2024).

Futsal contains various leadership values that can be internalized by players, both in individual and team contexts. One of the key values taught is teamwork, which requires each player to coordinate, support each other, and share the same goal in order to achieve victory. In addition, effective communication is key in futsal, where each player must be able to convey commands or input clearly and in a timely manner, both in normal situations and under the pressure of the match. Leadership in futsal also emphasizes quick decision-making and self-control, especially in dealing with difficult situations on the field. A democratic leadership style, as expressed by Albuquerque et al. (2021), can strengthen mutual trust and respect between players, which further improves team cohesion. These values are very relevant in character education in elementary schools, as they not only improve technical abilities but also form the character of children who are ready to become leaders in society (Catalano et al., 2004).

The process of internalizing leadership values in futsal for elementary school students takes place through hands-on experience and contextual learning applied during training and matches. In a futsal environment, students learn through concrete examples from their coaches and teammates on how to take on the role of leader, both formally (team captain) and informally. In this case, futsal teaches students to be aware of their responsibilities, manage their emotions in competitive situations, and overcome challenges together as a team. Through regular training, students are not only trained to develop futsal technical skills but also to play an active role in developing leadership in the team. Research by Cotterill et al. (2022) shows that with clear and structured teaching in leadership training, students can internalize these values effectively. This process builds the foundation for the development of broader

leadership outside of sport, which will impact their social and academic interactions in school and in everyday life.

2.1. Social Leadership Theory

This theory states that leadership not only involves the ability of individuals to lead but also relates to the ability to interact and work together in groups. Leadership has shown that it is not enough to focus on the formal position, characteristics, and actions of the individual to adequately understand leadership, but the social, informal, and implicit processes between team members (Roth, 2022). These processes are increasingly important in organizational practice, as formal hierarchies are currently being dismantled in many organizations to unleash adaptability and innovation. This has proven useful for conceptualizing leadership structures as social networks consisting of leader-member relationships (Edelmann et al., 2020).

Leadership as one of the life skills contained in sports is one of the basic aspects of sports, even more so in team sports performance, although basically leadership also applies in various fields and contexts (Cotterill et al., 2022). Effective leadership in the context of sports often involves understanding the individual's role in the team, shared decision-making, and the ability to motivate and influence others to achieve a common goal (Coscuner, et al., 2021). Team sports such as futsal provide hands-on experiences that allow children to hone these skills in a dynamic and competitive context.

2.2. Social and Emotional Development Theory

Social and emotional skills are essential in leadership development, as good leadership requires self-management, empathy, and the ability to work closely with others. Social and emotional functioning early in life lays the foundation for human functioning throughout life, in a domain that ranges from achievement and achievement (Coffey, 2019) to health (Mrug et al., 2022) to wealth (Chetty et al., 2022). Focusing our collective attention on the relationships and social and emotional well-being of children and adolescents is a valuable investment in the future of the world we inhabit. By supporting children in managing emotions in a healthy way, understanding their own feelings and perspectives as well as those of others, interacting effectively with individuals who have similarities or differences, communicating in a way that ensures ideas can be conveyed and understood, resolving interpersonal conflicts well, and building trust-based relationships, we can reap the benefits multiplied. These benefits are not only felt by children, but also by the people around them (Hanish, 2023). In the context of sports, children learn about cooperation, appreciating differences, and overcoming conflicts in challenging situations. Futsal-based sports programs can develop these skills through structured social interaction within the team (Kahn et al., 2019).

2.3. Social Learning Theory through Sport

According to this theory, sport serves as an effective means of social learning, where leadership skills can be learned and applied in a broader social context. Understanding the relationship between exercise and social health can help determine steps to improve prosocial behavior (Chowdhury, 2024). Social Learning Theory can be used to explain how deviant behavior in the context of sports fans is affected by differential, reinforcing associations (Kabiri et al., 2020). This development needs to be done differently on each component, such as tactical, technical, physical, and psychological aspects, according to the level. Solid learning theories and relevant approaches are essential in sports team training, given the ever-evolving nature of tactics. In recent times, the approach in the teaching of football has been linked and linked to learning theory, with the aim of clarifying the understanding and dynamics of achievement in the context of the game (Petiot et al., 2021). Futsal as a team sport offers the opportunity to practice communication, decision-making, and teamwork which are essential elements in leadership (Méndez-Domínguez et al., 2022). Through competitive and cooperative futsal activities, children can develop the skills necessary to lead in an adaptive and collaborative way.

3. Method

3.1. Research Design

This type of research is a quasi-experiment (Quasi Experiment Design). The research design used is The Matching-Only Pretest-Posttest Control Group Design (Fraenkel, Jack R., Wallen, 2009), which allows researchers to compare results between different groups before and after treatment. In this design, subjects in both groups the experimental group and the control group are matched based on certain characteristics deemed relevant to the study variables, thereby minimizing baseline differences between groups. Measurements were carried out before (pretest) and after (posttest) treatment to evaluate the effectiveness of the intervention provided. This approach was chosen because it was considered capable of providing a more accurate picture of the effect of treatment on the dependent variable while still considering the limitations of fully randomizing subjects.

3.2. Participant

The population in this study is grade 6 students who are in SDN Lembang 1, SDN Lembang 2, and SDN Lembang 3 a total of 60 students. The participants were 6th-grade boys at SDN 1 Lembang, SDN 2 Lembang and SDN 3 Lembang in Leles District, Garut Regency totaling 30 people. Each school consists of 10 sample people. They were selected through a simple random sampling method based on the following criteria: (i) children who participated in futsal extracurriculars; (ii) be 10-13 years old, (iii) not be injured; (iv) especially for groups of 3 students who do not take part in futsal.

3.3. Data Collection

The data used in the study used a questionnaire. Students do a pre-test questionnaire at the first meeting, then do a treatment for 8 meetings, and at the last meeting, students do a post-test questionnaire. In the study, the instrument used was the Identity Leadership Inventory (ILI) questionnaire developed by Steffens et al. (2014). The instrument consists of 16 statements that measure leadership skills. The measurement scale used is a Likert scale with five points, ranging from 1 (not at all) to 5 (very much).

3.4. Data Analysis

The data normality test was examined using Shapiro-Wilk analysis and homogeneity using the Levene test. Descriptive data is presented as a mean. The first hypothesis test uses the One-Way ANOVA test. All data were analyzed using the SPSS statistical tool (version 25). The specified p-value is 0.05.

3.5. Validity and Reliability

This study uses an instrument in the form of a questionnaire. Before this instrument was used, the validity of the content had been carried out, the purpose was to ensure that the research instrument used measured what had to be measured (Sugiyono, 2016). In other words, the validity of the content ensures that the questions in the questionnaire for students are relevant to the theme/concept to be measured. The results of the validity test show that the r count is greater than the r table (0.404) which shows a valid instrument. A reliability test based on Cronbach's alpha value yielded $\alpha = 0.891$ which indicates that this instrument can be considered reliable. This test was carried out using the SPSS version 26 program.

3.6. Procedures

In this study, the researcher applied a futsal training program specifically designed beforehand. Each training session is held twice a week, each lasting 120 minutes, for four weeks, or as many as eight meetings. The study lasted for two months, from August to September 2024. At the first meeting, participants underwent a pre-test and filled out a leadership questionnaire monitored directly by the researcher. At the second meeting, the group that participated in the leadership integration and the non-integration group underwent a four-week intervention program with two weekly meetings, namely on Wednesday and Friday. At the last meeting, participants filled out a post-test for a leadership questionnaire.

Experimental group 1 (leadership integration) followed a program that included leadership indicators, such as: (1) the leader must be an example for group members (meetings 1-2); (2) leaders must put group interests above personal interests (meetings 3-4); (3) leaders should create solidarity between group members (meetings 5-6); and (4) the leader must be able to hold activities outside the group (meetings 6-8). Experimental group 2 (non-integration) only underwent a training program without leadership integration. Meanwhile, experimental group 3 only took the pre-test and post-test without leadership training or integration.

4. Findings

The following is presented: (1) assessing the effectiveness of futsal as a leadership development tool through improving social, communication, and teamwork skills required in the context of sports; (2) identify the influence of futsal on the development of adaptive and collaborative leadership skills in children, such as adaptability in competitive situations; and (3) design and develop a structured leadership-based futsal program in elementary schools to provide practical experience for students. The results of the research are as follows:

4.1. Statistical Description of Research Results

The results obtained in this study can be described in the following Table 1:

Table 1. Statistical Description of Research Results

	Group A			Group B			Group C		
	Pre	Post	Gain	Pre	Post	Gain	Pre	Post	Gain
N	10	10	10	10	10	10	10	10	10
Σ	474	738	264	523	620	97	514	557	43
X	47,4	73,8	26,4	52,3	62,0	9,7	52,4	55,7	4,3
σ	3,307	3,259	3,836	6,019	6,515	2,983	5,481	5,250	2,213

Notes: Group A: futsal program & leadership integration; Group B: futsal program & non-leadership integration; Group C: does not participate in futsal & does not integrate leadership; N: Number of samples; Σ : Total result; X : Average; σ : Standard deviation.

Based on the Table. 1 Description of the results of the above research, we can know that the results of the pre-test and post-test of the use of the futsal program & leadership integration gave very good results compared to not integrated leadership. This proves that the integration program can have a very significant influence on futsal training. It can be seen that group A, the average result of the pre-test is 47.4 and the post-test is 73.8. Group B, the average pre-test result was 52.3 and post-test was 62.0. While Group C, the average pre-test result was 52.4 and post-test 55.7.

4.2. Differences in the Effects of Using Futsal Programs

To find out the difference in the influence of this futsal program. So, a One-Way ANOVA test was carried out. However, before conducting the One-Way ANOVA Test, some conditions must be passed, namely the prerequisite test (normality and homogeneity test). Because the results of the normality test stated that the data was normal with a sig. > p. value 0.05. The homogeneity test states that the data is homogeneous with a sig. < a p. value of 0.05 (See Table 2).

Table 2. Results of Normality and Homogeneity Tests

	N	SW	LT
A	10	0,324	0,170
B	10	0,953	0,170
C	10	0,402	0,170

Notes: Group A: futsal program & leadership integration; Group B: futsal program & non-leadership integration; Group C: does not participate in futsal & does not integrate leadership; N: Number of samples; SW: Shapiro-Wilk; LT: Levene Test.

After the prerequisite tests are met, hypothesis testing is carried out. In this study, hypothesis testing uses the One-Way ANOVA test, followed by a t-test, which is an independent sample t-test (See Table 3). The entire analysis was carried out using SPSS version 26 software.

Table 3. One Way ANOVA

Results	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1688,467	2	844,233	31,410	0,000
Within Groups	725,700	27	26,878		
Total	2414,167	29			

Based on the results of Table 3, it can be seen that the value of sig. $0.000 < p$. value 0.05 , then there is a difference in influence between groups A, B and C. This shows that there is a difference in leadership development in each group. To determine the average similarity of leadership abilities between groups, the analysis was carried out using the output of the "Tukey Test".

Table 4. Tukey Test Results

Group	N	Subset for alpha = 0.05		
		1	2	3
No Futsal & No Leadership Integration	10	55,70		
Futsal & Non-Integration of Leadership Programs	10		62,00	
Futsal & Leadership Integration Program	10			73,80

Means for groups in homogeneous subsets are displayed.

a. Uses Harmonic Mean Sample Size = 10.000.

Furthermore, the average value of the three groups, we can see in the Figure 1 below:

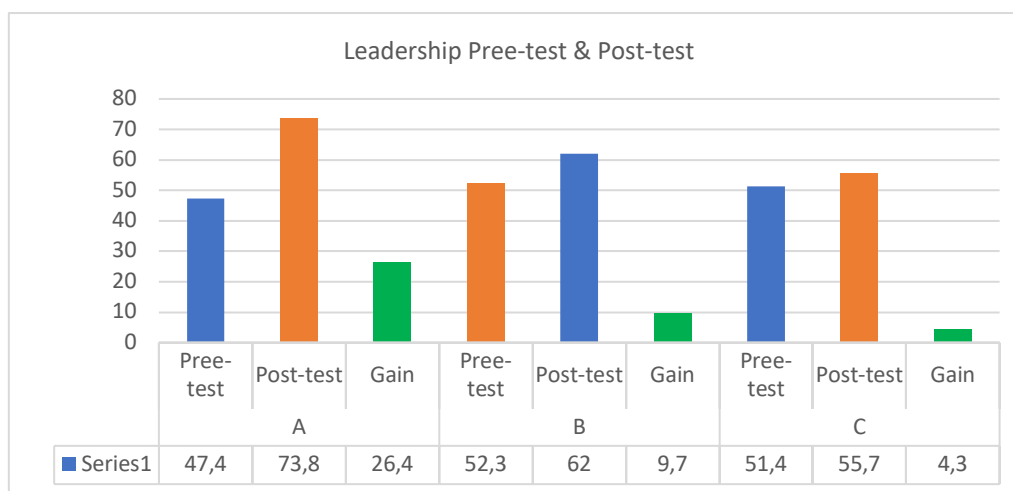


Figure 1. Leadership Pree-test & Post-test Results

Based on Figure 1 above, are: 1) the score gain value in group A is 26.4; 2) group B is 9.7 and; 3) group C is 4.3. We can see that the value of group A is greater than that of group B and group C. This shows that the futsal program given leadership integration has a significant influence on students.

Table 5. N-Gain and N-Gain Percent Test Results

Group	N	N-Gain	N-Gain Persen
No Futsal & No Leadership Integration	10	0,15	15%
Futsal & Non-Integration of Leadership Programs	10	0,36	36%
Futsal & Leadership Integration Program	10	0,81	81%

Based on Table 5 above, is the result of the calculation of the N-Gain score and N-gain Percent of each group. It can be known that the N-Gain value in the futsal program group & Leadership Integration is 0.81, in the futsal program group & no leadership integration is 0.36, and in the group without futsal program & no leadership integration is 0.15. Then the results of the percentage of N-Gain in the futsal program group & Leadership Integration were 81%, in the futsal program group & not leadership integration was 36%, and in the group without futsal program & leadership integration was 15%.

5. Discussion

The implementation of futsal programs that integrate leadership development shows a significant positive impact compared to conventional futsal programs. These results highlight that an integration-based approach, in which leadership skills are explicitly accommodated in the design of sports programs, not only improves physical skills but also builds students' social and emotional character. Study by Candra et al., (2020) which showed a 77.18% increase in leadership skills in the leadership treatment group supports these findings, with evidence that sports-based programs can be an effective medium for character learning through practical experience. Furthermore, the program provides a new experience for students by creating situations where they can practice communication, decision-making, and collaboration in a controlled yet competitive environment. This supports the view that sport can be a powerful tool in developing social and leadership skills, as shown in research by Cotterill & Fransen (2016). They emphasized that a systematic approach in integrating leadership elements into sports can increase the positive influence of sport on individual character development, especially at primary school age. In addition, the implementation of this program is relevant to today's educational needs, which require students to have 21st century skills such as effective communication and the ability to work in a team. By utilizing futsal as a platform, students get applied learning, where they not only learn theory but also practice it directly. This is in line with the experiential learning approach, which has proven effective in developing leadership skills in a variety of educational and sports contexts (Gandrapu, 2024). The results of this study also encourage the importance of adopting similar programs at a broader level, as in various other sports, to ensure that leadership skills can be systematically instilled early on. Thus, the leadership integration futsal program not only has a direct influence on students but also contributes to the development of a more holistic character-based learning model in sports education.

The results of this study also encourage the importance of adopting similar programs at a broader level, as in various other sports, to ensure that leadership skills can be systematically installed early on. Thus, the leadership integration futsal program not only has a direct influence on students but also contributes to the development of a more holistic character-based learning model in sports education (Coscuner, et al., 2021) shows that leaders who show empathy and reward team members' contributions can improve overall team morale and performance. This is in line with the transformational leadership approach, which emphasizes inspiration and motivation as the main drivers of group success. We can underline that in sport, leadership focuses not only on results but also on the process of building strong relationships and supporting individual development. Therefore, programs such as futsal that integrate these aspects become an ideal platform for training leadership from an early age, especially in children who are in an important phase of their social and emotional development.

Through sports like futsal, children have the opportunity to learn important social skills, including teamwork, respect for differences, and conflict management in challenging situations. Futsal creates an environment where children must communicate, understand others' perspectives,

and work together to achieve common goals, all of which supports their character development. This team-based sports program provides a structured learning experience, where each individual's role in the group is important, so that children learn to value each other's contributions (Kahn et al., 2019). Furthermore, this program also teaches children to manage emotions and adapt to various competitive situations. For example, they learn to overcome disappointment when losing, maintain team spirit, and resolve differences of opinion in a positive framework. This is in line with the findings (Turnnidge et al., 2017), which shows that team sports not only contribute to physical development but also build interpersonal skills important for everyday life. A well-designed futsal program also helps promote inclusivity, as children from diverse backgrounds can play together and learn to respect differences, both in ability and character. These experiences provide an important foundation for building empathy and tolerance, which are essential elements in a diverse society. Study by Cotterill & Fransen (2016) emphasized that team sports support community building by instilling these values in young participants. Thus, futsal is not just a physical activity but also an effective tool for forming social skills and moral values. This program has a long-term impact on children's character development, preparing them to face future social challenges.

In addition, the results of the calculation of the N-Gain score and the N-Gain Percent of each group. It can be seen that the N-Gain value in the futsal program & Leadership Integration group is 0.81 ($g > 0.7$), then it can be concluded that the high category, in the futsal program group & no leadership integration of 0.36 ($0.3 \leq g \leq 0.7$) is in the medium category, and in the group of non-futsal program & leadership integration of 0.15 ($g < 0.3$) is in the low category. Then if you look at the level of effectiveness, the percentage result of N-Gain in the futsal & leadership integration program group is 81% > 76%, then it can be concluded that this program is effective. In the futsal program group & not leadership integration of 36% < 40%, it was concluded that this program was not effective. and in the group that does not have a futsal program & does not integrate leadership by 15% < 40%, then it can be concluded that this program is not effective. Overall, these results indicate that the integration of leadership in the futsal program has a greater impact on the skill improvement measured.

6. Conclusion

An integrated futsal program with elements of leadership development provides opportunities for children to not only hone technical sports skills but also important social skills, such as collaboration, respect for diversity, and conflict resolution. Through a supportive team environment, children learn to understand each other's roles, adapt to change, and motivate each other to achieve common goals. Apart from building interpersonal competence, this program creates a systematic learning experience to strengthen children's character holistically. Thus, futsal functions as an effective medium for preparing the younger generation with leadership values and social skills that are relevant to future needs.

Limitation

This research has several limitations, including: 1) The research only involved elementary school age children in a certain geographical area, so the results may not be generalizable to a wider population with different demographic, cultural or social backgrounds; 2) The research was carried out in the form of filling out a questionnaire without in-depth interviews with respondents, so the data obtained was less in-depth; 3) The relatively short duration of implementing the futsal program can limit observations of the long-term impact of developing leadership skills. Program effects may be more optimal with longer implementation or repeated implementation; 4) Measurement of leadership skills are carried out through certain instruments which may have limitations in capturing all complex aspects of leadership, especially in the context of early childhood.

Recommendation

Based on the research results and limitations identified, the following recommendations can be proposed: 1) Further research is recommended to involve participants from various cultural, social and geographical backgrounds. In this way, research results can be more representative and relevant to a wider population; 2) Leadership integration futsal programs should be carried out over a longer period of time to allow observation of long-term impacts. Ongoing programs can provide deeper insight into their effectiveness; 3) It is recommended that future research use more sophisticated and multidimensional instruments to measure leadership skills. The use of qualitative methods such as in-depth interviews or participant observation can also add an additional dimension to the analysis; 4) Similar programs can be developed and tested in other sports to measure their effectiveness in developing leadership skills, as well as enriching alternative character learning media in physical education.

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Conflict of Interest

All authors confirm there are no conflicts of interest.

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