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## *Integration of Sport Values through Football in the Context of Positive Youth Development*

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ABSTRACT	ARTICLE INFO
<p>The purpose of this study is to ascertain the impact of incorporating sports values into a young development training program for soccer. An experiment using a model of quasi-experimental design is the research technique employed. A questionnaire was utilized as the method of data collection in this study. Purposive sampling was used as the sampling method. 30 young men between the ages of 15-20 made up the sample, and they were split into three groups: a group that received football training with the integration of sports values and group b received soccer training without the integration of sports values. The findings demonstrated that the development of sports values was greater in the soccer training group (group a) that had sports values incorporated into the curriculum than in the soccer training group (group b) that did not. Adolescents' daily lives can benefit from the development of youth sports values, which can help them deal with the demands and difficulties of life while also reaping the advantages of sports values.</p> <p>© 2023 ASEAN Journal of Sport for Development and Peace</p>	<p><b>Article History:</b> <i>Submitted/Received 20 Feb 2023</i> <i>First Revised 16 Apr 2023</i> <i>Accepted 8 May 2023</i> <i>First Available online 20 Jul 2023</i> <i>Publication Date 30 July 2023</i></p> <hr/> <p><b>Keyword:</b> <i>Sport Values,</i> <i>Soccer Training,</i> <i>Positive Youth Development.</i></p>

## 1. Introduction

Sport has a vital role in helping everyday life. One of its main benefits is improving health and fitness. By exercising regularly, our body becomes firmer, and endurance increases, and flexibility increases. This helps prevent diseases and health problems such as obesity, diabetes, and heart disease. In addition to physical benefits, exercise also teaches important values. One of them is discipline (Laker, 2012). In sports, we learn to follow a training schedule, stick to the rules, and follow a consistent routine. This discipline can be applied in everyday life, helping us be more organized, efficient, and responsible in our daily activities. Team sports also help develop teamwork and social skills. In a sports team, we learn to work together, communicate effectively, and trust one another. This is important in everyday life, whether at work, in the family, or relationships with friends. Working as a team and appreciating each member's role will bring long-term benefits (McFee, 2004).

In addition, exercise also helps build mental and physical resilience. In sports, we are faced with challenges, obstacles, and failures. However, sport teaches us not to give up, persevere, and keep trying. Resilience and perseverance are precious in overcoming difficulties or challenges in everyday life. Finally, exercise helps improve time management. To exercise regularly, we need to set aside time and prioritize appropriately. The time management skills we learn from sports can be applied in everyday life, helping us to be more efficient, productive and manage our time wisely (McFee, 2004). Overall, exercise provides tangible benefits in everyday life. In addition to promoting health and fitness, sports teach important values such as discipline, teamwork, resilience, social skills, and time management. Therefore, engaging in sports activities can significantly impact our quality of life (Ma'mun, 2014).

**Table 1.** Grouping of universal sports values

No	Value	Explanation of Value
1	Ethics and Morals	Respect for the law, consideration for others, fair play, self-worth, sincerity, and tolerance.
2	Knowledge and Understanding	addressing issues, comprehension, and knowing how to win and lose.
3	Social	Collaboration, communication, interpersonal relationships, teamwork, and trust
4	Psychological	Value of hard work, resiliency, assurance, self-control, and self-respect
5	Leadership and Organization	leadership, managing competition, and cooperation

At present, the discussion on life skills for youth is to be discussed for various rational reasons, such as the dropout rate and open unemployment rate. Based on the Law on Youth (2009) Youth are Indonesian residents between the ages of 16 (sixteen) and 30 (thirty), who are entering a critical phase of growth and development, according to Center for Data and Statistics for Education and Culture (2017) revealed that although it has decreased from the previous year, the number of young people dropping out of school in Indonesia is still extremely high. There were 31,123 young people for high school, and for technical high

school, 73,388 young people. A high 6.82 million people, or 5.01% of the 136.18 million persons in the labor market, are still unemployed, according to figures from the Central Statistics Agency for 2019. Since Indonesia's founding till the present, youth issues have become one of the nation's top concerns, and they are thought to be crucial to the country's current growth (Iqbal et al., n.d.).

Football is one of the most dynamic domains of globalization, which is sociologically illuminating because it has been the most popular sport since the 19th century (Giulianotti and Robertson, 2004). Given the global role played by football, it is essential to consider its role in promoting and developing life skills. According to data issued by the FIFA website titled 'Big Count' in 2006, FIFA is trying to record all football players in all parts of the world, from the Americas to Australia, including Indonesian players. The number of Indonesian players registered by FIFA was 7,094,260, making Indonesia ranked 7th in the world. Unfortunately, that is listed on FIFA only 66,960 players, with details of 800 professional players, 1,000 futsal players, and 62,600 U-18 junior players. It is still unclear whether the remaining players who have not been registered with PSSI are or have not been registered. The data was released 14 years ago, maybe it can be added again with the rise of women's soccer, and the many soccer schools spread all over Indonesia. Soccer has a fantastic opportunity to develop life skills. Soccer has a tremendous opportunity to build life skills.

Coaches play a crucial part in guaranteeing the development of young sports through how they set up the training environment and what they do (Baker and Horton, 2004). It has been argued that coaches should either develop a coach-centered environment emphasizing quick successes and gains or a mastery-oriented one emphasizing self-improvement rather than the result supporting the growth of numerous skills (Holt et al., 2012). Coaches should promote a mastery-oriented environment where athletes' lives outside of athletics are appreciated.

Given the evidence from Bean and Forneris (2019), Even though they were created for golf programs in Canada, the following four guiding principles can be used by practitioners of other sports, including soccer, in sports training programs. This further describes how coaches can mix teaching life skills into sports. One life skill should be each class's primary focus, including introducing life skills at the outset, teaching life skills as the lesson progresses, and asking for life skills at the conclusion. For the development of life skills to proceed smoothly, the trainer must carefully create this principle.









Life skill	Definitions	Icon
Focus	<p><b>Long definition:</b> Directing your attention and effort towards a specific task</p> <p><b>Simplified definition:</b> Paying attention</p>	
Sportspersonship	<p><b>Long definition:</b> A commitment to the ethics of fair play by showing integrity for the rules of the game and being considerate of others</p> <p><b>Simplified definition:</b> Playing fair</p>	
Perseverance	<p><b>Long definition:</b> Maintaining effort when faced with obstacles and challenges in the pursuit of an objective</p> <p><b>Simplified definition:</b> Always trying your best</p>	
Goal setting	<p><b>Long definition:</b> The process of deciding what you want, planning how to get it, and working towards it. Your goals should be positive, specific, important to you, and under your control</p> <p><b>Simplified definition:</b> Deciding and working hard to achieve something</p>	
Emotional regulation	<p><b>Long definition:</b> Exercising control over your emotions</p> <p><b>Simplified definition:</b> Staying calm</p>	
Honesty	<p><b>Long definition:</b> Acting with integrity by being truthful with yourself and others</p> <p><b>Simplified definition:</b> Telling the truth</p>	
Teamwork	<p><b>Long definition:</b> Working cooperatively as a group to achieve a common goal</p> <p><b>Simplified definition:</b> Working together</p>	
Respect	<p><b>Long definition:</b> Showing consideration, courtesy, and care for someone or something (e.g., classmates, teachers, rules, equipment)</p> <p><b>Simplified definition:</b> Being kind to people and things</p>	

Figure 1. Life skills framework for a soccer school adapted from [Kendellen et al. \(2017\)](#)

**Table 2.** Development of a soccer training program

Curriculum Filanesia	Component sport values
Build-up Play– build attacks from the back to the center	<ol style="list-style-type: none"> <li>1. Ethics and Morals</li> <li>2. Knowledge and Understanding</li> <li>3. Social</li> <li>4. Psychological</li> <li>5. Leadership and Organization</li> </ol>
Build-up Play – build attacks from the back to the center	
Build-up Play – build attacks from the middle to the front	
Build-up Play – build attacks from the middle to the front	
Scoring Play– finish the attack from the middle	
Scoring Play – finish off the attack from the sidelines	
Press build-up play – prevent opponent construction	
Press build-up play – prevent opponent construction	
Prevent goal play– prevent your opponent from scoring a goal	
Prevent goal play – prevent your opponent from scoring a goal	

Sport helps young people acquire various life skills, according to numerous research. (Yulianto et al., 2023). In line with Hodge et al. (2017), We define life skills as behavioral, cognitive, interpersonal, and intrapersonal competencies that may be learned, developed, and perfected. The Life Skills Scale for Sport (LSSS) measures various life skills, including time management, goal-setting, time management, leadership, social skills, interpersonal communication, emotional intelligence, problem-solving, and decision-making. (Cronin and Allen, 2017). These are the eight most frequently mentioned life skills that young people hope to acquire through sports. This scale makes it simpler to track the development of life skills in sports and gives academics a tool to study eight life skills thoroughly.

Citing the framework (Figure 1) from Kendellen et al. (2017) believe there are two types of life skills: intrapersonal skills (i.e., abilities with a stronger internal focus, like goal-setting) and interpersonal skills (i.e., abilities that are useful in social relationships, like teamwork). The next step is to give each Life Skill an icon to represent it graphically. This time, the training plan will be based on the philosophy of FILANESIA (Indonesian Football Development Curriculum) by integrating life skills into the training program (Table 2). PSSI, through the High Performance Unit represents all Indonesian footballers trying to photograph the condition of Indonesian football, then researching the strengths and weaknesses as a starting point for formulating an Indonesian Football Philosophy. This formulation considers the advantages of Indonesian players, cultural-geographical-sociological Indonesian society, and the demands of top-level world football.

## 2. METHODS

The method used in this research is to use a Quasi-Experimental Design research method. The design in this study was "The Matching-Only Pre-test-Post-test Control Group Design".

**Table 3.** Research Design

Group A	M	O <sub>1</sub>	X	O <sub>2</sub>
Group B	M	O <sub>1</sub>	C	O <sub>2</sub>

According to the data in Table 4, group A receives integrated life skills as part of their soccer training, while group B does not receive such integration. M is a subject in each group that has been matched to a group but not by chance (based on specific variables); Pre-test O<sub>1</sub>, posttest O<sub>2</sub>, and therapy X in this example is the integration of life skills into sports training.

### 2.1. Population and Sample

The participants in this study were all Subang youngsters between the ages of 15 and 20. The sample in this study consisted of Groups A and B, each with 15 kids from two soccer schools in Subang, as they were a subset of the study's target demographic. The sampling method was applied with a specific goal in mind. Purposive sampling is employed as a sample determination approach with a few restrictions; in other words, the researcher utilizes personal judgment to pick the sample based on prior knowledge about the population and the particular goals of the study.

All adolescents participated in a pre-test to complete the Life Skills Scale Questionnaire in the Sports Field, which was accessible for 45 minutes, before the therapy. The youth underwent group therapy for eight meetings after the pre-test was completed. The young person underwent a posttest following the conclusion of the treatment, spending 45 minutes filling out the provided questionnaire.

### 2.2. Instrument

creation of a 47-item life skill inventory Participants' opinions of gaining life skills through sports are assessed using the Life Skills Scale for Sport (LSSS) (Cronin and Allen, 2017). The following abilities were presented to participants, and they were asked to "rate how much the sport has taught you to perform them." Every question starts with the words "This sport has taught me to.." and provides five possible answers, ranging from one (not at all) to five (quite a bit). Examples of the items include leadership (8 things), interpersonal communication (4 items), social skills (4 items), problem-solving and decision-making (4 items), emotional intelligence (7 items), goal-setting (7 items), time management (4 items), and teamwork (7 items). The validity and reliability of this measure with young athletes have been established in prior research. 2017 (Cronin and Allen). The current sample demonstrated adequate internal consistency reliability for each LSSS subscale and overall life skills, with alpha coefficients ranging from 0.81 to 0.96.

### 3. Results

This study's hypothesis can be stated as follows: H<sub>0</sub>: There is no difference between the average values for promoting PYD or the development of life skills in the soccer training group that received sport value integration and the soccer training group that did not. H<sub>a</sub>: The average score for promoting PYD or developing life skills in the soccer training group that received integrated sport value differs from the average score in the soccer training group that did not get integrated sport value.

**Table 4.** Descriptive statistics on research results

Kelompok Penelitian	N	Pre-test	Posttest	Gain Score
A	15	148,88	184,41	41,51
B	15	161,61	173,28	16,56

The pre-test, post-test, and gain scores for the two groups are totaled in Table 4. Gain scored 41.51% for Group A and 16.56% for Group B. The pre-test and posttest scores for each group were 148.88 and 184.41 for group A and 161.61 and 173.28 for Group B. The difference in gain score suggests that group A promotes PYD development more effectively than group B through improved life skills. See Table 1 for more information.

After the prerequisite test is met, the hypothesis test can be carried out. Hypothesis testing in this study used hypothesis testing in this study using a one-way ANOVA test, namely One Way ANOVA.

**Table 5.** Summary of the results of the one way ANOVA analysis

	Sum of Squares	Df	Mean Square	F	Sig
<i>Between Groups</i>	7933,312	1	3966,654	35,384	,000
<i>Within Groups</i>	4708,258	28	112,101		
<i>Total</i>	12641,571	29			

Based on Table 5, it can be seen that the calculated F value = 35.384 and a significance of 0.000. Thus if the calculated F is compared with F table = 3.14. Obtained decision F arithmetic > F table so that Ho is rejected, which means there is a difference. Then decided based on the significance value obtained.

**Table 6.** Summary of post hoc test results

Kelompok Penelitian	Tukey HSD	
	Perbedaan Nilai Rata-Rata	Sig.
A-B	24,92	0,000

It is known that the data from the Tukey-HSD test results (Table 6) which tested the difference between group A and group B obtained a mean difference (Mean Difference) = 24.92. Furthermore, based on the significance value data = 0.000 it was concluded that the sig. < 0.005 (significance level;  $\alpha$ ), so that a decision is made that there is a difference in the average value of group A-B.

#### 4. DISCUSSION

Earlier, this research establishes a strong case for how athletics fosters young people's life skills development. The current study aims to compare the growth of life skills or the

promotion of PYD between the soccer training groups that received sport values integration (group A) and those that did not (group B). First, the results show that group A advanced PYD or acquired life skills faster than groups B. The findings of this study specifically corroborate those of 16 review papers, which found that young people believed sports helped them develop the following life skills: leadership, problem-solving, teamwork, emotional intelligence, interpersonal communication, social intelligence, and time management. Compared to physical education research (Yulianto and Hendrayana, n.d.) It seems that young athletes believe they are gaining the same eight life skills as students in physical education programs, but to a more significant extent. Given the enormous number of soccer players in Indonesia, FIFA has counted 7,094,260 Indonesian players, placing the country seventh in the globe. The players' statements on growing their life skills or advocating PYD through sports are quite inspiring.

In the current study, it is promising that the LSSS (Cronin and Allen, 2017) demonstrates a valid and accurate indicator of the development of life skills. This is especially true considering that qualitative research predominates in the literature and that assessing the growth of life skills in sport has historically been challenging. (Holt et al., 2017). The findings should inspire other researchers to employ the LSSS when examining how exercise can help people acquire life skills. Athletics coaches or professionals who run youth development programs centered on athletics, such the GOAL program (Danish and Nellen, 1997) and the FILANESIA soccer curriculum (Danurwindo et al., 2014) can also assess the intended results of their programs using the LSSS. According to researchers in developmental psychology and athletics, young individuals are more likely to grow positively if they have more life skills. Researchers and practitioners should encourage coaches to assist players in "developing a set of Life Skills through sport" in light of these new findings.

According to the existing evidence-based literature (Bean and Forneris, 2016), Trainers can help participants develop their life skills by implementing the following teaching principles: modeling the life skills they want participants to learn, using teachable moments to create specific life skills, encouraging participants to think for themselves, being intentional, selective, and systematic in teaching life skills, giving participants a chance to develop particular life skills, setting rules to follow, and holding participants accountable. Recent studies have examined the methods to train instructors to incorporate life skills into Golf Canada's youth programs (Kendellen et al., 2017). There are four rules to go by, in Kendellen's opinion, if you wish to teach life skills through a program: Focus on one life skill per class, introduce it at the start of the course, impart it through teaching techniques during the lesson, and ask for it at the end of the program. The trainer must properly construct the development of life skills for success.

In Indonesia itself, it already has an Indonesian Football Development Curriculum or better known as FILANESIA. This curriculum was compiled by PSSI and published in 2017, but unfortunately this curriculum only discusses how children and youth are skilled in physical skills, techniques and tactics, if only social learning, one of which is life skills, could also be taught, this would be extraordinary. Of course, to change the curriculum or remake it again, there must be concern from all relevant people and support from the government, in this case the Ministry of Youth and Sports because according to Ma'mun (2019) the government plays a long-lasting and strategic role in the evolution of sports policy, according to an analysis of pertinent historical data. Therefore, the government as a policy maker must support integrating life skills into the FILANESIA curriculum and engage in further discussion.



According to research from the 'GOAL' program's deployment in educational settings, the life skills integration program results into sports training are a perfect media for supporting young people's development of life skills. There are only eight 90-minute sessions in the entire program (Danish and Nellen, 1997), is a 10 hour, 10 session implementation of the 'GOAL' curriculum Young people have a good chance of becoming better people, better athletes in terms of attitude and play skills, and more compassionate and valuable members of society if they learn life skills like teamwork, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, problem solving, and decision making.

## 5. Conclusion

The results demonstrate that the soccer training group with integrated sport values gained life skills or promoted PYD more quickly than those without integrating values. These results largely corroborate the tenets of life skills instruction. (Kendellen et al., 2017), purposefully structured programs (Bean and Forneris, 2016) and developing life skills (Cronin and Allen, 2017) that ought to promote further research into how sport might help young people develop to use this framework.

The findings imply that sports coaches should work to ensure that young athletes acquire various life skills. It can be concluded that the life skill development of young people who participated in soccer training and whose program integrated sport values was superior to that of young people who did not participate in soccer training and whose program did not incorporate sport values. To effectively handle demands and problems in the future, these life skills can be developed and applied in daily life. These results were obtained after holding eight meetings, outstanding results, especially if this program is carried out on an ongoing basis, it is not impossible that the results will be even better.

## 6. Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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