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Integrating Life Skills through Physical Activities Programs

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Abstract

The purpose of this study was to investigate the integration of life skills through physical activities programs on the improvement of student life skills. The population of this study was 64 college students in Indonesia divided into two groups (experimental group n = 34 and control group n = 30). The sampling technique used cluster random sampling. The research method used was a quasi-experiment with a pre-test post-test control group design. The instrument used was the life skills scale for sport adaptation (LSSS) which consists of eight components, namely teamwork, goal setting, time management, emotional skills, communication, social skills, leadership, problem-solving, and decision making. The results showed that the physical activity integrated with the life skill program had a more significant impact on the improvement of the student's life skills than the physical activity without the integration of the life skill program. Further findings revealed that the social skill component was the life skill component that gained the highest increase. It shows that the integration of life skill programs in physical activities provides better results than physical activities without the integration of life skills programs.

INTRODUCTION

Sports in Indonesia is regulated by the Law of National Sports in 2005, which explains three sports contexts, namely Educational Sports, Recreational Sports, and Competitive Sports. Physical activities in Indonesia often only focus on aspects of the sport itself, such as movement skills, performance, achievement, and so on. On the other hand, there are many benefits that we can get from exercising, such as psychological life skills (Ferguson and Shapiro, 2016) (Gould & Carson, 2008b; Hermens, et al., 2017; Super, et al., 2016), moral values (Arnold, 2006; Pennington, 2017), and characters (Oddner, 2010).

The UN in the 2015-2030 Sustainable Development Goal's (SDGs) program even emphasizes that sport is served as a development instrument along with the Sport for Development and Peace (SDP) program which was launched specifically in the field of sports. The purpose is so that the implementation of a systematic and structured sport can create an important contribution to public health, universal education, gender equality, poverty reduction, HIV/AIDS prevention, environmental sustainability and peace building and also conflict resolution of a country.

In addition, sport is also in line with the concept of Positive Youth Development (PYD), which is a personal asset in developing strong character in an individual. PYD as development of personal skills or assets, including cognitive, social, emotional, and intellectual qualities necessary for a youth to become successfully functioning members of society (Weiss, et al., 2014). If young people have mutually beneficial relationships with people and institutions in their social world, they will move towards a future full of hope and marked by positive contributions to themselves, their families, communities and society. This capability is the core of the PYD concept (Lerner, et al., 2006).

The concept of PYD has become an interesting issue to the developmental psychology of sports in recent years (Holt and Neely, 1886). Sport is said to be one of the media that can develop PYD. Sport serves as a very suitable arrangement for teaching life skills to young people (Gould & Carson, 2008). This is because when exercising, they are able to develop various skills, such as goal setting, emotional control, self-esteem, and a hard work ethic.

PYD is considered successful when young people get the opportunity to develop these competencies and skills through interaction with other people (family, peers, school, and the community). Furthermore, PYD can be applied to life skills-based exercise program (Holt & Neely, 2011). Life skills are one of the components in PYD. All studies about life skills are focused on PYD. Therefore, sport is considered to be one of the appropriate means in developing life skills (Gould & Carson, 2008).

Life skills are important components in enhancing psychosocial development that can be learned by carrying out sports program and or physical activities (Hanrahan and Andersen, 2010; Kendellen and Camiré, 2019; Kendellen, et al., 2016; Pierce, et al., 2018). Several studies have also stated that the role of sport as media in the development of life skills has a significant impact (Brunelle, et al, 2007; Dworkin, et al, 2003; Eccles, et al, 2003; Petitpas et al., 2005; Rangeon, et al., 2012). In implementing the life skills program, a program specifically designed to develop these skills is needed. The application of the program to life skills is the same as in physical skills, which is carried out in several stages, demonstration, modeling, and practice (Grange, 2014). Most researchers on life skills argue that life skills should be taught intentionally and nurtured throughout the sports experience (Gould & Carson, 2008a). The results of other studies indicate that the components of life skills increase and there is a tendency to develop well in youth who take golf training. The results of this study were made into a training curriculum design of golf by integrating life skills for young people in Canada (Kendellen et al., 2016).

Another interesting finding is a possibility of transferring life skills into everyday life once it is performed in long term. This will occur once athletes bring personal assets and autobiographical experiences to the sport; exploration of sports learning environment with various demands, program design, characteristics and coaching strategies; the atmosphere and the setting of the transfer context are illustrated as closely as possible in order to provide the actual environmental conditions; Finally, a person experiences a continuous process of transferring life skills, as a result of interacting with the environment that is deliberately created (Pierce, et al, 2017). This is also supported by the results of research that shows a sports training model that integrates in a

structured and deliberate manner, the results will be better for the development of life skills of young people compared to unintentional ones (Bean & Forneris, 2016).

Physical activity is one of the sports arrangements that can be applied in integrating life skills. The physical activity program is a context that can be used to grow or develop life skills (Bean, et al., 2015). The potential of life skills program that is implemented in physical activity arrangements is very high. (Brown & Fry, 2011). This is because physical activity is often considered synonymous with youth development that can provide opportunities for pleasure, social and psychological rewards, affiliation with peers and mentors, healthier minds and bodies, long-term physical, social, and psychological benefits.

There have been many studies that support the effectiveness of physical activities in increasing life skills. Bean, et al. (2015) which implements the physical activities program "Girls Just Wanna Have Fun" (GJWHF) based on a life skills program whose research results have a positive impact on adolescent life skills and can even transfer these skills to everyday life; Hellison's (2003) Personal and Social Responsibility model carried out in educational context has shown evidence of an increase among adolescent students in respect and responsibility for themselves and others; Brown and Fry (2011) through physical activity-life skills in a program called "Strong Girls" also gave positive results in increasing life skills. Additionally, Beamish (2012) also revealed that Don Hellison's TPSR model is an evidence-based approach to develop a learning environment that uses physical activities to educate young people about the life skills needed to become members of society who can contribute positively. From the results of this research, it can be seen that physical activity can be used as a very suitable medium in applying life skills.

However, in the current physical activity program, the components of life skills are rarely arranged and integrated in a structured manner. So that the benefits obtained in sports are only limited to the sport itself meanwhile the broader meaning of sports activities for the sake of achieving the development of the quality of community life in a broad sense in Indonesia cannot be achieved (Ma'mun, 2019). Therefore, this study is aimed to optimize sports involvement by integrating

life skills through physical activities.

METHODS

The method used in this study was a quasi-experiment method (Fraenkel, et al, 2012). Pre-test post-test control group design was applied to this study (Creswell, 2014). In this design, the participants were divided into two groups, namely the experimental group (A) and the control group (B). Both groups were given a pre-test and post-test, yet the treatment was only given to the experimental group.

Participants

Participants in this study were college students who participated in Physical Education and Sports class. Participants involved in this study were college students of a University consist of 66 students who were divided into 64 research samples and 2 teachers. . The samples was then divided into 2 sample groups, namely the experimental group (n = 34) and the control group (n=30). The roles of the researcher in this part are as one of the teachers and also as the program creator. The characteristics of the sample are between the ages 18 and 21, both male and female, and willing to fill out the life skills questionnaires that has been provided using the Life Skills Scale for Sport (LSSS) questionnaires. All samples have agreed to become research samples by filling out the willingness to be sampled voluntarily.

Sampling Procedures

The study population was 32 classes of students who were taking Physical Education and Sports in the year, while the samples taken from this study were 2 classes which were divided into the experimental group and the control group. The total sample was 64 male and female students, namely 34 from the experimental group and 30 from the control group. The number of experimental and control samples is not equal because it depends on the number of students in the two classes.

Sample measurements for experimental and comparative research, it is recommended that at least 20 people per group (Fraenkel et al., 2012). The sampling technique in this study was using cluster random sampling technique. Cluster random sampling is sampling by selecting groups randomly. Cluster random sampling is often used in schools and is considered to be more

efficient. If simple random sampling is effective for selecting a large sample of individuals, then cluster random sampling is effective for determining a large group/class sample.

Materials and Apparatus

The research instrument applied in this study was the Life Skills Scale for Sport (LSSS) questionnaires (Cronin and Allen, 2017) which was later adapted according to research needs. LSSS contains 8 components of life skills, namely teamwork, goal setting, time management, intrapersonal communication, social skills, leadership, problem solving and decision making which are divided into 47 statements. LSSS has high reliability values, namely teamwork (.93), goal setting (.93), time management (.92), emotional skills (.87), interpersonal communication (.89), social skills (.86), leadership (.93), and problem solving and decision making (.82), including the high and qualified category as a research instrument. Before using the instrument, firstly tested the validity and reliability of the instrument. The validity test uses Scale Reliability through SPSS version 22. To determine whether the item is valid or not, standard of 0.2 is used and compared with the number in the Corrected Item-Total Correlation column.

Procedures

In accordance with the applied research design, the steps for the research procedure are as follows, the first step is to formulate the research problems. Then determine the research method that will be used. In this study, researcher used a quasi-experimental research method with a pre-test post-test control group design, where both groups received a pre-test and post-test however the treatments were only given to the experimental group.

Treatment; the experimental group was given physical activity that was integrated with life skills program meanwhile in the control group the physical activity was given without integrating the life skills program. The research was conducted for 8 meeting sessions outside of pre-test and posttest taking. Four steps in implementing the integration of the life skills program, namely (a) focus on one life skill per lesson, (b) introduce the life skill at the beginning of the lesson, (c) implement strategies to teach the life skill throughout the lesson, and (d) debrief the life skills at the end of the lesson (Kendellen, et al., 2016), which will become a benchmark for researcher in conducting research.

The data collection process was carried out in two stages, namely the research samples take the pre-test 1 week before the implementation of the treatment and in the last week a post-test would be held on the two sample groups using the same instrument, namely LSSS. Once the data is collected, the researcher performs data processing and data analysis. Data processing and analysis were carried out with the help of SPSS version 22 software using paired sample t-test. The final step is to determine conclusions based on the results of data processing and data analysis.

Data Analysis

The obtained data from the questionnaires that have been answered by the participants are then analyzed by using of SPSS version 22 software with Paired Sample T-Test analysis. Paired Sample T-tests are intended to test whether there is a difference in the mean of the paired sample group (Adang Suherman, 2015). In this study, the researcher wanted to see whether the physical activities that was integrated with life skills program had a more significant impact than physical

Table 1. Program Scenario

Stages	Physical Activity integrated with Life Skills program	Physical Activity not integrated with Life Skills program
Introduction	1. Pray	Pray
	2. Warming up	Warming up
	3. Focus life skills of the day	
Main Activities	1. Introduce life skills of the day	Direct instruction
	2. Direct instruction	
	3. Reminder of life skills of the day	
Closing	1. Debrief life skills	Cooling down
	2. Cooling down	

activities without the integration of the life skills program towards the improvement of student life skills before and after treatment.

RESULT

The results of descriptive data processing in this study are described in table 2 below:

Table 2. Descriptive Data of the Research Findings

Research Group	Experiment	Control
Pretest	2.625	2.670
Post-test	3.227	2.948
Gain	0.602	0.278

Table 3. Result of the Paired Sample T-test

Group	T	Sig (2-tailed)
Experiment (Pretest-Posttest)	-18.087	.000
Control (Pretest-Posttest)	-14.504	.000

The results of the normality test of all data were normal with a significance level of 0.083 (pre-test experimental data), 0.915 (posttest experimental data), 0.155 (pre-test control data), and 0.075 (posttest control data). Meanwhile, the results of the homogeneity test using Levene's Statistics showed homogeneous data in the pretest (.233) and posttest (.100).

From Table 3 can be seen that the experimental group and the control group both had an effect (sig. 0.000 < 0.05) on the improvement of student life skills. Nevertheless, the experimental group had more significant impact than the control group, as can be seen from the gain value in table 2 obtained by the experimental group which was greater, namely 0.602 compared to the control group, which was 0.278. From these data, the physical activity that is integrated with the life skills program has a more significant impact than the physical activity without the integration of the life skills program on the students' life skills.

The increase in the component of life skills, namely team work (TM), goal setting (GS), time manage-

ment (TM), emotional skills (ES), interpersonal communication (IC), social skills (SS), leadership (L), and problem solving and decision making (PSDM) can be identified by observing the illustration of life skills improvement before and after treatment. Based on Figure 1, it is known that the highest improvement in life skills occurred in the social skills component.

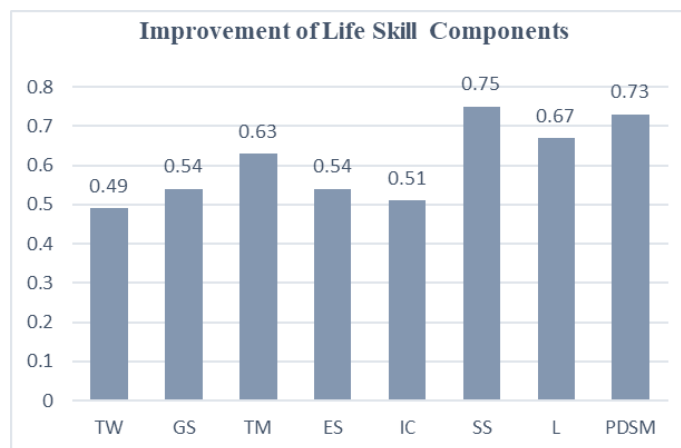


Figure 1. The Improvement of Life Skills Components

DISCUSSION

Based on the results of the first hypothesis test, it shows that the physical activity which was integrated with the life skills program have more significant impact than the physical activity without the integration of the life skills program in improving the life skills of students. Admittedly, both the experimental group and the control group have significant impact on the ability of life skills. This is similar with the research result of Syarifatunnisa, et al. (2019) which states that there is a significant difference between the life skills of people who exercise and those who do not. This provides evidence that exercising can improve a person's life skills, but if the sport is integrated with a structured and deliberate life skills program, the increase in life skills will be much better. This is because the group that was given the integration of the life skills program was given an understanding of life skills before, during, and after the physical activity was finished, while the control group was not given the integration of the life skills program.

The results of this study are in accordance with the results of research conducted by Bean and Forneris (2016) and Kendellen, et al. (2016), namely sports training which is integrated in a structured and deliber-

ate manner, the results will be better for the development of life skills compared to unintentional ones. Based on the social learning theory, the life skills obtained by students go through three stages. Firstly, through instruction by researchers when carrying out physical activities. Secondly is through observation; how students see their peers behave and then imitate them. This happens because the behavior that occurs in physical activity is behavior that reflects life skills. Last but not least is through social interaction while doing physical activity.

The second hypothesis shows that the component of life skills that increases the most is social skills. This happened because the experimental group was given a lot of social skills components that were applied in physical activity. Arrangements for each activity session require social interaction in implementing the program. These activities such as communicating with others, interacting socially, maintaining good relationships with friends, being able to participate in various group activities, and helping others in need, and so on. Consequently, the students' social skills which were initially low increased after implementing this program.

In this study, of course, there are still limitations, especially in the duration of the study which was only conducted at 8 meeting sessions. For researchers who are interested in exploring this research, it is hoped that further research can be implemented with a longer duration, and apply more varied components of life skills according to the needs of society and the current era, so that the research results can be optimized.

CONCLUSION

Physical activity that was integrated with the life skills program have a more significant impact on the students' life skills improvement rather than physical activity without the integration of the life skills program. The group of physical activity integrated with the life skills program experienced a greater increase in all components of life skills, namely teamwork, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, problem solving and decision making compared to physical activity without life skills integration program, and the most developed component of life skills is social skills. In addition, with the results of this study it can be concluded

ed that physical activity is a suitable media for developing life skills by integrating life skills programs in a structured and deliberate manner. As the result, students can understand and apply the components of life skills through physical activities, and it is hoped that these components of life skills can be transferred to everyday life outside the context of sports. Thus, the purpose of physical activity does not only make the body healthy and fit but can also improve life skills

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