



Positive Youth Development based on 5Cs and 7Cs in Physical Education: A Literature Review

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ABSTRACT

Positive Youth Development, in the context of Physical Education, is an approach that prioritizes youth empowerment through physical activity and sports. Through physical activity intervened with a deliberately designed 5Cs and 7Cs program, youth can acquire motor skills, knowledge about health and fitness, and social skills needed for interacting with others. There is limited extensive research that specifically discusses PYD based on the 5Cs and 7Cs model in Physical Education. This article emphasizes the need for a more comprehensive analysis that explores the relationship between PYD and Physical Education implementing the 5Cs and 7Cs model. This study aimed to provide practical insights into how Physical Education can be designed and implemented to support positive youth development. By connecting theoretical studies with practical applications, it offers educators a framework for fostering resilience and positive development in students, which is currently limited in previous research. This study used the Systematic Literature Review method by reviewing Scopus-indexed international journals published in the last 10 years. The results of the study showed that research data in the 2012-2022 period experienced fluctuations. In 2021, the research trend was at its highest peak (14 articles), while the lowest research trend was in 2013 (1 article). It showed that the researcher interest in this topic could be more stable. The findings of the search results on this topic had not been extensively carried out. Only four research results and one chapter of a research book could be identified. Several research results used qualitative research methods (two articles) and survey methods (two articles). The authors did not find research using quantitative research methods on the 5Cs and 7Cs models, especially in Physical Education.

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INTRODUCTION

Physical education is about developing physical skills and academic achievement and forming a balanced and positively developed personality. In this context, the PYD approach emerges as a framework that pays special attention to adolescents' personal and social development through sports experiences in the physical education process. Positive Youth Development is an approach that emphasizes strengthening the positive aspects of adolescents' lives, such as social, emotional, cognitive, and character skills. The goal is to help adolescents develop into competent, independent, responsible individuals who positively engage in society. In the context of Physical education, the PYD approach recognizes the critical role of sport in shaping the overall development of adolescents. Sport provides opportunities for adolescents to learn social skills, leadership, teamwork, emotional regulation, and character development. Through positive sports experiences, adolescents can develop strong self-esteem, learn the values of fair play, manage conflict, and feel a sense of personal accomplishment. PYD-based physical education also takes into account the principles of inclusivity and equality. Every adolescent, regardless of their ability or background, has the opportunity to participate and develop their potential in sports. The ultimate goal is to provide a safe, supportive, and inclusive environment for adolescents to grow and develop positively.

The development of universal values in the framework of Positive Youth Development (PYD) is currently a trend in the world, including the concept developed by the United Nations (UN) through UNESCO and the International Olympic Committee (IOC), which explained that there are 23 universal values in sports. These values were developed based on the success of the Millennium Development Goals (MDGs) concept in the 2000-2015 development year, then in the 2015-2030 development year, developed Sustainable Development Goals (SDGs). Specifically related to development in the field of sports, the United Nations developed the issue of Sport for Development and Peace; this outlines that sports and or through education, sports are believed to have superior and noble values to be instilled in efforts to form human personality as creatures of God Almighty in a unified whole, between physical, spiritual and social and are seen to contribute to improving the quality of life of the people of a nation. (Ma'mun, 2016; Ma'mun, 2019; Rahadian & Ma, 2018). These universal values of sport include (1) Cooperation; (2) Communication; (3) Respect for the rules; (4) Problem-solving; (5) Understanding; (6) Connection with others; (7) Leadership; (8) Respect for others; (9) Value of effort; (10) How to win; (11) How to lose; (12) Fair play; (13) Sharing; (14) Self-esteem; (15) Trust; (16) Honesty; (17) Self-respect; (18) Tolerance; (19) Resilience; (20) Teamwork; (21) Discipline; (22) Confidence (23) How to manage competition. (United Nation, 2003). Then the concept developed by (Lerner et al., 2012, 2015; Lerner, Lerner, Almerigi, Theokas, Phelps, Gestsdottir, Naudeau, Jelicic, Alberts, Ma, et al., 2005) Namely the Five Cs (5Cs) model, where the concept refers to Character, Caring, Competency, Confidence, and Cohesion.

This approach stipulates that when young people develop a high level of the Five Cs, the Sixth Cs, and the Seventh Cs. The sixth C is Contribution (to oneself, family, school, community, and civil society), significantly when contributing thoughts and actions in groups to achieve shared learning goals. The seventh C is Creativity (always thinking and acting creatively); especially in the learning process, students must solve problems creatively. (Lerner et al., 2012, 2015; Lerner, Lerner, Almerigi, Theokas, Phelps, Gestsdottir, Naudeau, Jelicic, Alberts, Ma, et al., 2005).

Physical education is essential in promoting Positive Youth Development (PYD) through various approaches, programs, and experiences provided to students. This is in line with what is outlined in the Olympic movement and/or the philosophy of Olympism. (Ma'mun, 2020). The Olympic movement can be interpreted as exploring the Olympic values to be disseminated to children and communities worldwide so that they can be enjoyed and benefit for a better life. (Brundage, 1959). While (Samaranch, 1995) and IOC Olympic Charter (Chappelet, 2008), Olympism can be interpreted as a philosophy of life for the sake of improving and combining in a balanced way the qualities of body, will, and mind, combining sports with culture and education to place sports everywhere for the harmonious development of humanity in order to promote the formation of a peaceful society, which is concerned with the preservation of human dignity, fostering mutual understanding, interest in moral actions of sports and learning physical education in children, adolescents and adults that affect character building and participate in developing personality. Physical education and sports, the Olympic movement, and Olympism are integrated, all containing self-images that provide meaning in forming a nation's society, especially young people, in the expected direction (Ma'mun, 2020).

The Indonesian state itself in the concept of developing character values is contained in the mandate of (Law No. 11 of 2022 on Sports, n.d.) article 18 that sports education is organized to instill character values and acquire the knowledge, skills, and attitudes needed to build a healthy lifestyle, active throughout life. Through approaches that engage students actively in learning, build social skills, facilitate character development, and encourage positive motivation and participation, physical education can assist students in their overall growth and development (Santos et al., 2019). Positive Youth Development (PYD) in the context of physical education is an approach that prioritizes youth empowerment through physical activities and sports. It aims to develop skills, attitudes, and values that are important for the holistic growth of youth in physical, mental, social, and emotional aspects. Physical education, as an integral part of the school curriculum, is essential in facilitating PYD. Through structured physical activities, such as sports, games, and outdoor activities, youth can acquire motor skills, knowledge about health and fitness, and social skills necessary for interacting with others. In the context of physical education, the PYD approach emphasizes positive experiences, collaborative learning, and active student participation. Physical education teachers have a crucial role in creating an environment that supports the positive growth of youth through inclusive approaches, varied teaching, and providing constructive feedback (Zeng et al., 2017).

Implementing PYD in physical education can result in long-term benefits, including improved physical and mental health, development of leadership skills, improved social skills, and forming a solid identity. The 5Cs and 7Cs concepts are essential in the context of Physical Education (PE) as they provide a structured framework to promote Positive Youth Development (PYD). Here is how these concepts contribute to the holistic development of adolescents. The 5Cs and 7Cs model emphasizes the importance of developing a range of competencies in youth (Catalano et al., 2004; Holt, n.d.). These competencies are not limited to physical skills but also encompass social, emotional, and cognitive aspects, which are essential for overall growth and well-being (Barton & Butts, 2008; Wium & Dimitrova, 2019). Another is helping students build confidence as they learn new skills and overcome challenges. This confidence is crucial to their ability to cope with different life situations, contributing to their resilience and self-esteem (McGrane et al., 2016). The 5Cs and 7Cs model promotes social connections through teamwork and collaborative activities in PE. By

participating in group sports and exercises, students develop positive relationships with peers, which are important for their social development and emotional support. The emphasis on character and caring in this model encourages students to develop moral values, empathy, and responsibility. This character development is essential to nurturing responsible citizens who contribute positively to society (Pala, 2011; Tutkun et al., 2017). The model encourages students to make positive contributions to their communities, fostering a sense of belonging and purpose. This engagement benefits both the individual and society.

The integration of the 5Cs and 7Cs in PE creates an environment that supports holistic development. Physical education teachers play a vital role in implementing these concepts, ensuring that students have positive experiences and opportunities to grow (Bateman et al., 2020; Holt, n.d.; Kern & Wehmeyer, n.d.). The 5Cs and 7Cs model is crucial in Physical Education, offering a framework for Positive Youth Development. Youth involved in PYD-based physical education programs tend to be more motivated to participate in physical activity, positively perceive their bodies, and feel more motivated to achieve a healthy lifestyle. Several research results have shown that PYD approaches in physical education can significantly impact adolescents. Sports experiences led by this approach have been shown to improve adolescents' social skills, mental health, self-confidence, decision-making, and social engagement (Catalano et al., 2004; Gavin et al., 2010; Lerner et al., 2015; Roth & Brooks-gunn, n.d.). By focusing on a variety of competencies, social connections, character traits, and coping strategies, these models help nurture well-rounded individuals who are ready to face future challenges. Thus, PYD-based physical education aims to go beyond purely physical aspects and play sports as an effective tool to help adolescents grow and develop positively in various aspects of their lives.

This article is a systematic literature review that discusses Positive Youth Development (PYD) in Physical education through the 5Cs and 7Cs model because the researcher realizes the importance of the influence of Physical education on the overall development of adolescents, the reason why the researcher considers this topic necessary is that Physical education has a broad impact on adolescents' lives, not only in terms of physical, but also psychological, social, and emotional. The researcher wanted to understand how positive physical education experiences can shape adolescents' overall development and contribute to their lives. Sport has excellent potential to develop social skills, leadership, teamwork, emotional regulation, and character in adolescents. Researchers are interested in exploring how appropriate physical education can help adolescents grow and develop positively. Adolescents often face challenges, including increased academic pressure, social change, decision-making, and self-discovery. The researcher wanted to explore how positive development-oriented physical education can help adolescents overcome these challenges and develop into resilient individuals. Focusing on adolescents' positive development through physical education helps balance their development's physical, mental, and social aspects. This is important to ensure adolescents have a solid foundation to face the challenges of everyday life. Sport is an integral part of the education curriculum in many countries. Therefore, research on PYD approaches in physical education provides a better understanding of how sport can be effectively used as a means of adolescent learning and development in educational settings. Through research on PYD in physical education, the researcher hopes to provide a better insight into how positive sports experiences can shape adolescents into qualified, resilient individuals who contribute positively to society. With this understanding, physical education can be more effectively designed and implemented to support positive adolescent development.

This article aims to provide a better understanding of how physical education can be used to develop character values in individuals through the 5Cs and 7Cs models. Research trends and future research directions of this study are also further discussed. Through a systematic literature review process, scholarly articles relevant to this topic were searched and evaluated. The articles were searched using specific criteria, such as relevance to the topic, research methodology quality, and research results validity. After evaluating the articles, the findings of the articles were summarized.

In this article, we discuss the development of skills, attitudes, and values that are important for the holistic growth of youth in physical, mental, social, and emotional aspects through physical activities that are intervened through the 5Cs and 7Cs programs in an intentionally structured manner in the framework of Positive Youth Development (PYD). In the context of physical education, the PYD approach emphasizes positive experiences, collaborative learning, and active student participation. Physical education teachers are crucial in creating an environment that supports positive youth development through inclusive approaches, varied teaching, and constructive feedback. To achieve comprehensive physical education goals, integrating PYD concepts is essential. By addressing the physical, cognitive, social, and emotional aspects of youth, physical education can build character, enhance interpersonal skills, and promote an active and healthy lifestyle. Understanding this is expected to help individuals, physical education teachers, and educational institutions in planning and implementing physical education programs that effectively develop individuals' character. We hope that this article can make a valuable contribution to teachers, practitioners, researchers, and policymakers in the field of physical education in understanding and developing effective physical education programs through the 5Cs and 7Cs models in positive adolescent development.

METHODS

The authors used the Systematic Literature Review (SLR) method in this study. Literature review is a narrative and aims to present previous research literature. The topic that the researcher is looking for regarding the Development of Positive Youth Development Based on 5Cs and 7Cs in Physical education The SLR process is carried out through several stages (Cronin, 2011).

1. Determining research questions

In this research, there are three research questions, namely.

- a. What is the research trend on Positive Youth Development Based On 5Cs and 7Cs In Physical Education?
- b. What is the relationship between Positive Youth Development Based On 5Cs and 7Cs In Physical Education?
- c. What is the direction of future research related to Positive Youth Development Based On 5Cs and 7Cs In Physical Education?

2. Data Collection

Data collection uses the publish or perish application, Vosviewer, and Conectedpapers with keywords and periods determined from the publication year 2012-2022. All data were retrieved in March 2023. The database searches for data through articles published in Scopus journals with the words 'Positive Youth Development' in the title words and '5Cs and 7Cs models, physical education' in the keywords. At this stage, researchers want to find every article that discusses Positive Youth Development Based On 5Cs and 7Cs In Physical Education. The addition of '5Cs and 7Cs models' to the title words made the selected articles

more focused on the topic. In addition, by adding physical education to the keywords, articles about Positive Youth Development become interrelated with physical education.

3. Data Screening 1 (Title and abstract)

At this stage, the data were then analyzed manually to the suitability of the research topic through the title, abstract, and complete research paper. Inclusion and exclusion criteria were applied at this stage.

4. Data Screening 2 (full paper)

Data sorting is carried out at this stage based on the entire paper.

5. Final

RESULTS

The first stage in this research is to determine the research questions; the research questions that the author formulates are.

1. What is the research trend on Positive Youth Development Based On 5Cs and 7Cs In Physical Education?
2. What is the relationship between Positive Youth Development Based On 5Cs, 7Cs, and Physical Education?
3. What is the direction of future research related to Positive Youth Development Based On 5Cs and 7Cs In Physical Education?

After the research questions were formulated, the researchers collected article data. The results of searches on the publish or perish application, Vosviewer, and Connectedpapers with the keywords Positive Youth Development with the 5Cs and 7Cs model obtained 54 articles (see Figure 1). This data was saved using the comma-separated value (*.csv) format. Next, we processed the data from the CSV format into Microsoft Excel to see how the trend of research conducted from year to year (see Table 2). After that, we sorted the article data and then conducted a manual analysis of the suitability of the research topic through 2 stages, namely the first sorting, based on the title and abstract, found that 40 papers were deleted because they did not match the research topic (not relevant to the 5Cs and 7Cs models), (see table 1). After that, the next stage is the data sorting stage based on the entire research paper. Of the 14 papers available based on stage one, nine papers were irrelevant to the 5Cs and 7Cs models in physical education. A total of 5 articles were determined after meeting the criteria to be explored in more depth, four articles were relevant to the 5Cs model, and 1 article was relevant to the 7 Cs model.

In Systematic Literature Review (SLR) research, inclusion, and exclusion criteria were used to identify relevant articles for the literature review. These criteria help researchers limit the study's scope and ensure that only articles that meet specific requirements will be included.

Table 1. Inclusion and exclusion criteria

Inclusion	Exclusion
5Cs and 7Cs model in physical education	Not relevant to the 5Cs and 7Cs model in physical education.
Positive Youth Development	Not relevant to Positive Youth Development
Qualitative/quantitative/mixed method/Survei/ Book Chapter	Reviews

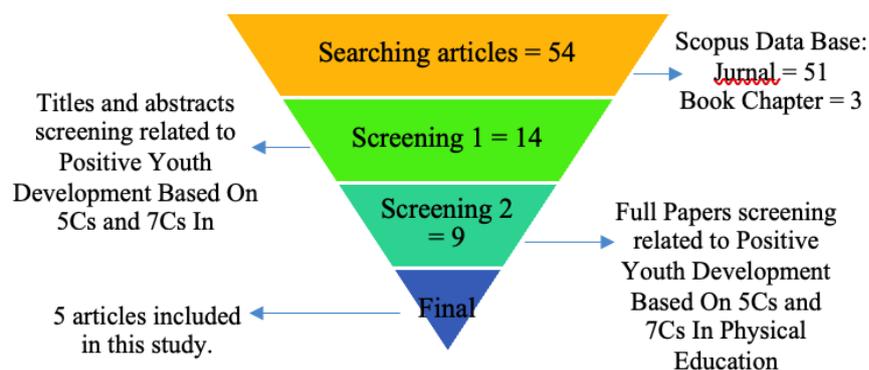


Figure 1. Screening data Articles

Table 2. Tren Penelitian Positive Youth Development Based On 5Cs dan 7Cs In Physical Education

Year	Number of Articles	Journal
2012	2	Research in Human Development; Journal of Sport Behavior
2013	1	Research Quarterly for Exercise and Sport
2014	6	Journal of Research on Adolescence; Journal of Youth and Adolescence; Teachers College Record
2015	4	Frontiers in Psychology; European Journal of Developmental Psychology; BMC Public Health; Child Psychology and Developmental Science
2016	5	American Journal of Public Health; Positive Youth Development through Sport: second edition; Health Education; The Oxford Handbook of Positive Psychology; Positive Youth Development through Sport: second edition
2017	2	International Journal of Behavioral Development; Children and Schools
2018	5	International Journal of Behavioral Development; School Psychology International; Personality and Individual Differences; Research in Human Development; Journal of Sport and Exercise Psychology
2019	7	Child and Youth Care Forum; Journal of Youth and Adolescence; Journal of Adolescence; Journal of Adolescent Research; Journal of Youth Development; Child and Youth Care Forum; Journal of Youth Development
2020	6	Journal of Youth and Adolescence; Journal of Applied Developmental Psychology; Current Psychology; Journal of Ethnic and Cultural Diversity in Social Work
2021	14	New Directions for Child and Adolescent Development; Journal of Youth Development; Journal of Applied Developmental Psychology; Frontiers in Psychology; Psychological Services; Journal of Youth Development; Sustainability (Switzerland); Journal of Adolescent Research; Handbook of Positive Youth Development: Advancing Research, Policy, and Practice in Global Contexts

2022	4	Applied Developmental Science; Frontiers in Psychology; Journal of Personality Assessment; PLoS ONE
Total	54	

DISCUSSION

Based on the objectives of this study, the author formulates three research questions, the research questions that the author formulates are 1) What is the research trend on Positive Youth Development Based On 5Cs and 7Cs In Physical Education? 2) How is the relationship between Positive Youth Development Based On 5Cs and 7Cs In Physical Education? 3) What is the direction of future research related to Positive Youth Development Based On 5Cs and 7Cs In Physical Education? The findings of this study are as follows:

Research trends on Positive Youth Development Based On 5Cs and 7Cs In Physical Education

Based on the results of the search for Scopus reputable article data on the publish or perish application, Vosviewer, and Conectedpapers with the keywords Positive Youth Development with the 5Cs and 7Cs model, 54 articles were obtained in the last ten years starting from 2012-2022. The research data in that year range fluctuates; in 2021, the research trend was at its highest peak, namely 14 articles, while the lowest was in 2013, namely 1 article. This shows that researchers' interest in this topic could be more stable. More research is needed so that readers and other academics can learn more about this topic because many youth problems are found in the learning process in schools. Hence, programs or models must be structured deliberately to overcome bullying and violence in schools and encourage positive relationships between youth (Kern & Wehmeyer, n.d.). The researcher hopes that the many studies related to Positive Youth Development are to prepare future generations of youth (Ma'mun, 2020).

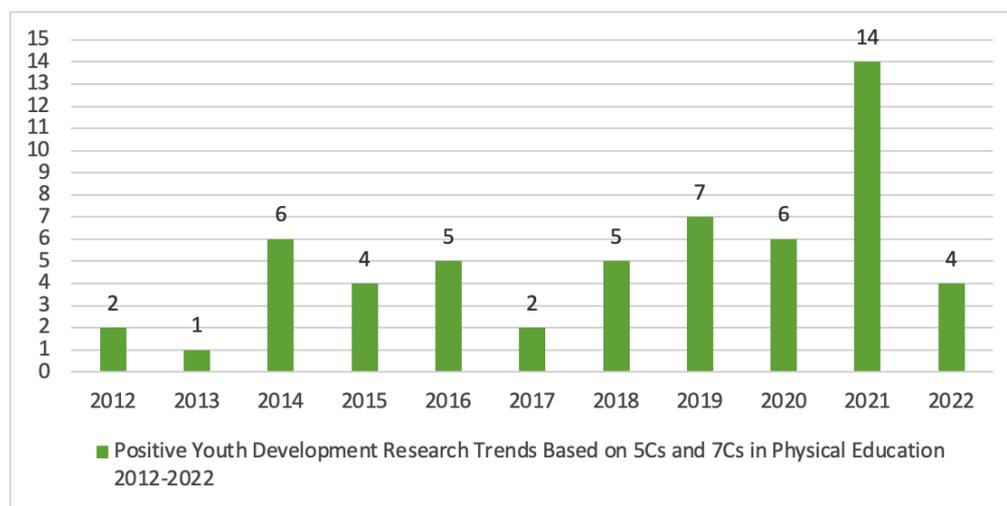


Figure 2. Research Trends on Positive Youth Development based on 5Cs and 7Cs in Physical Education from 2012-2022

Relationship between Positive Youth Development Based on 5Cs, 7Cs, and Physical Education

After sorting the article data, manual analysis was carried out with the suitability of the research topic through 2 stages, namely the first sorting, based on the title and abstract, found articles as many as 40 papers were deleted because they did not match the research

topic (not relevant to the 5Cs and 7Cs model). After that, the next stage is the data sorting stage based on the entire research paper. Of the 14 papers available based on stage one, nine papers were irrelevant to the 5Cs and 7Cs models in physical education. A total of 5 articles were determined after meeting the criteria to be explored more deeply, four articles were relevant to the 5Cs model, and 1 article was relevant to the 7 Cs model. The purpose of determining the article is to deeply analyse the relationship between Positive Youth Development Based on 5Cs, 7Cs, and Physical Education (see Table 3). The results of the search in this study both reveals related to the role of physical education in the development of Positive Youth Development, creating an environment that supports the holistic development of young people physically, mentally, and socially. By engaging students in varied physical activities, team collaboration, character development, and providing opportunities to contribute, the program hopes to help students become qualified individuals, have good well-being, and have the competencies and skills needed to face future challenges (Abdul Kadir & Mohd, 2021; Dimitrova et al., 2021; Jones et al., 2011; Lerner et al., 2015; Mercier et al., 2019). Positive Youth Development transfer does not only occur in the non-academic process but must be formed intentionally in the educational process; for example, sports education can be an effective forum to form quality individuals, have an attitude of sportsmanship, and have positive relationships with others in the sports community and or school environment (Jones et al., 2011). The development of the 5Cs and 7Cs models, which include Competence, Confidence, Connection, Character, Caring Contribution, and Coping, play an essential role in promoting the positive development of young people (Abdul Kadir & Mohd, 2021; Dimitrova et al., 2021; Jones et al., 2011; Mercier et al., 2019).

Table 3. Description of Research on Positive Youth Development based on 5Cs dan 7Cs in Physical Education

No	Citation	Author	Methods	Model 5Cs, 7Cs, and PE	Research Results
1	17	(Mercier, Jayne. Powell, Catherine. Langdon, Pole Georgina. Finau, Daleki. Hicks, Karen. Bourchier, Louise. Hampton, Jacqui., 2019)	Qualitative	This article discusses the concept of the "Five Cs" (competence, confidence, connection, character, and caring) in Positive Youth Development in the context of programs in Aotearoa/New Zealand. Sport Education is essential in developing competence in various areas, such as academics, skills, and sports, providing opportunities for young people to develop their abilities. Through programs encouraging skill acquisition and achievement, young people can feel more confident and prepared for future challenges.	This article concludes that the "Five Cs" concept of Positive Youth Development has relevance and merit in the context of Aotearoa/New Zealand programs. These programs can help young people develop their potential, build positive relationships, form strong personalities, and experience overall well-being by addressing competence, confidence, social connections, character, and caring.
2	220	(Jones, Martin Ian. Dunn, Jhon GH. Holt, Nicholas., 2011)	Qualitative	This article explores the concept of the "5Cs" in the positive development of young people in sports and Sport Education. Competence, confidence,	This article highlights the importance of the "5Cs" in the positive development of young people in sports and Sport Education. In building competence, confidence, social connections, character, and

				connection, character, and caring are the five Cs. Sports and Sport Education activities build moral values, integrity, and responsibility. Sports and or Sport Education activities can form strong characters in young athletes. This includes the ethics of fair play, hard work, leadership, and a sense of sportsmanship.	caring, sports and Sport Education can be an effective platform to shape qualified individuals who have an attitude of sportsmanship and positive relationships with others in the sporting community and school environment.
3	15	(Abdul Kadir & Mohd, 2021)	Survei	This article explores the relationship between the Five Cs (competence, confidence, connection, character, and caring) in the positive development of youth with life purpose, hope, and well-being in young adults in Malaysia. Sport Education is essential in developing the competence, confidence, connection, character, and caring of youth in Malaysia.	This article shows that the Five Cs of positive youth development, namely competence, confidence, connection, character, and caring, play an essential role in shaping life purpose, hope, and well-being in young adults in Malaysia. Strengthening these aspects can help young individuals achieve meaningful life goals, increase future hopes, and improve overall well-being.
4	516	(Lerner, Richard. Lerner, Jacqueline. Bowers, Edmond. Geldhof, G Jhon. Hamilton, Stephen. Hamilton, MARY Agnes. Catalano, Richard. Hawkins, J David., 2015)	Book Chapter	This book chapter emphasizes the importance of understanding youth development in the context of social relationships and ecological systems. It highlights the reciprocal and dynamic interactions between individuals and their social environments, including family, peers, school, and community. Sport Education has an essential role in Positive Youth Development. Sport education facilitates and promotes positive relationships and the provision of supportive environments. This book chapter recognizes that young people will thrive with access to appropriate learning experiences, opportunities for meaningful engagement, and resources that develop their strengths and competencies.	This book chapter highlights the importance of relational developmental systems in promoting Positive Youth Development. It emphasizes the importance of fostering supportive relationships and creating supportive environments that facilitate the growth of young people and their well-being, one of which is in the school setting.
5	56	(Dimitrova, Radosveta. Fernandes, Danielle. Malik, Sadia. Suryani, Angela. Musso, Pasquale, Wiium, Nora et al., 2021)	Survey	This article discusses the concept of the "7Cs" (competence, confidence, connection, character, caring, contribution, and coping) playing an essential role in promoting Positive Youth Development. These factors, such as competence, confidence, social connection, character, caring, contribution, and coping, are	This article confirms that using the "7Cs" and "Developmental Assets" models in Positive Youth Development in India, Indonesia, and Pakistan has significant benefits. By addressing these factors and engaging various stakeholders, we can create an environment that supports and provides opportunities for young people to grow and develop positively.

interrelated and mutually reinforcing in supporting growth and well-being of young people. Sport Education is linked to the implementation of the "7Cs" model that requires cooperation between various stakeholders, such as families, schools, communities, and governments. Through collaborative efforts, programs based on this model can help create a supportive environment and reinforce factors that contribute to the positive development of young people.

Overall, the table shows that physical education has a significant role in the development of adolescents' competence, character and well-being. The results of the studies summarized in the table complement each other and support the research findings across the board, revealing that the results support the finding that physical education focuses not only on physical aspects, but also on character development and social responsibility, which are part of the 7Cs model. (Abdul Kadir & Mohd, 2021; Dimitrova & Wiium, 2021; Jones et al., 2011; Lerner et al., 2015; Lerner, Lerner, Almerigi, Theokas, Phelps, Gestsdottir, Naudeau, Jelacic, Alberts, & Ma, 2005; Mercier et al., 2019) Thus, physical education serves not only to improve physical skills, but also to shape character and social competencies that are essential for the holistic development of students in schools.

Future research directions related to Positive Youth Development Based On 5Cs and 7Cs In Physical Education

Based on the results of the analysis, the findings of the search results on this topic have been less research related explicitly to Positive Youth Development. Based On the 5Cs and 7Cs In Physical Education, only four research results and one book chapter research result can be identified. Some research results use qualitative as many as two articles, and survey methods, as many as two articles. The author did not find research results with quantitative research methods that tested with direct treatment of the 5Cs and 7Cs model concepts, especially in Physical Education. Recommendations for the direction of future research related to Positive Youth Development Based on 5Cs and 7Cs in Physical Education are emphasized to carry out further research using a variety of differences from research methods, population, research samples, culture, and sociodemographic participants.

CONCLUSION

The conclusion of this research through analyzing research data in the range of 2012-2022 has fluctuated; in 2021, the research trend was at its highest peak, namely 14 articles, while the lowest research trend was in 2013, namely 1 article. This shows that researchers' interest in this topic could be more stable. Much research is still needed so that readers and other academics can learn more about this topic. In addition, the findings of the search results on this topic have been less research related explicitly to Positive Youth Development Based On 5Cs and 7Cs In Physical Education; there are only four research results and one book chapter of research results that can be identified. Some research results use qualitative as many as two articles, and survey methods, as many as two articles. The author did not find research

results with quantitative research methods that tested with direct treatment of the 5Cs and 7Cs model concepts, especially in Physical Education. Recommendations for future research directions related to Positive Youth Development Based On the 5Cs and 7Cs In Physical Education are emphasized for further research.

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AUTHORS' NOTE

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

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