



Life Skills Development through Baseball for Children

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Article Info

Article History:

Received April 2022

Revised June 2022

Accepted July 2022

Available Online October 2022

Keywords:

Baseball, Life Skills Education, Integration

Abstract

This study aimed to determine the differences in the development of life skills in the baseball practice group that integrated life skills with baseball training that was not integrated with life skills on the development of life skills. The design used in this study is the matching only-pretest-posttest control group design. The instrument used is the Life Skills Scale for Sport (LSSS). The results showed a significant difference in the life skills integrated baseball training program on the development of life skills giving a better effect. Therefore, there are differences in the development of life skills between the baseball practice group that integrates life skills and the baseball practice group that does not integrate life skills in the context of developing life skills from an early age. The difference is significant with the highest position of excellence in the baseball practice group that integrates life skills, then the baseball practice group that does not integrate life skills. Therefore, baseball can develop life skills, especially if the training process is integrated.

INTRODUCTION

At this time, baseball at an early age, especially in Bandung, is growing in popularity, such as the emergence of new tournaments that have been running or will be held. For example, tournaments have been held, such as the Flash Cup, Red Fox Cup, Gorgeous Cup, Mayor's Cup, and Student Tournament, and there is also a new tournament that will be held, namely the Black Deer Cup. Not only with the aim of achievement, but baseball also aims to fill free time and educate early childhood to have positive life skills because life skills or life skills will be helpful for their lives. Specifically for athletes, life skills education has a role in improving the quality of thinking, heart, and physical quality (Shawmi, 2015). With the increasing population of athletes, especially in the city of Bandung and in Indonesia, researchers think it is better if the baseball program is inserted about life skills. As stated by Danish & Nellen (2012), the existence of this sports facility will become an arena for developing various competencies outside of sports goals that are in contact with skills and performance. Apart from that, sport is also expected to be able to develop life skills or what is called life skills. This can be interpreted as skills that enable individuals to succeed in different environments such as school, home and neighborhood.

In current conditions, with the Little League tournament being held in Indonesia for early childhood, it is still apparent that several things need attention, such as inappropriate events and getting support from parents or coaches. For example, in one of the JYBA (Jakarta Youth Baseball Association) tournaments on January 13, 2020, when the match was held, a child failed to bat, and finally, the child struck out. After the incident, the boy got angry, blamed his teammates, and threw the helmet on the field. Emotions are impulses for action. Usually, emotions are reactions to stimuli from outside and within the individual. For example, happy emotions drive a person's mood changes so that physiologically it looks like laughing; sad emotions encourage someone

to behave in tears (Goleman, 2003).

There were even incidents that should not have occurred according to the age of the child, especially at the level of the U-12 National Championship, which was held on March 15, 2020; there was a walkout. Such incidents should not happen in early childhood. Walkout will not happen if there is no support from parents and coaches. This incident is in stark contrast to aspects of life skills; as expressed by Danish (1997), life skills can be related to behaviour (communicating effectively with peers or to older people) or cognitive (making the right decisions). Interpersonal (behaving to communicate what they want, feel, and think to others while maintaining and respecting the rights and feelings of others).

Life skills are defined as the range of transferable skills needed by everyone to help develop processes in everyday life. Interpersonal skills, including social skills, respect, leadership, family interaction, and communication, are deemed necessary for youth. In addition, personal skills, including self-organization, discipline, independence, goal setting, managing performance results, and motivation, are also considered as things that need to be possessed by youth. However, apart from that, social skills were identified as essential life skills that young people should have (Jones, 2009).

Parental ignorance about the other benefits of baseball, especially life skills, results in inappropriate events occurring in early childhood. Therefore, according to Forneris et al. (2012) revealed that life skills have been defined as physical, behavioral, and cognitive abilities that enable adolescents to succeed in a different environment in which they live. In addition, researchers have begun to develop a framework that forms the basis for developing sports programs that facilitate positive adolescent development (Forneris et al., 2012; Nasran, 2015). Although there are differences in defining life skills, the essence is the same: life skills are abilities and skills needed by a person to run happily and happily. Thus life skills must reflect positive daily life values.

Sport can be used as a medium to enhance adolescent development if it combines the teaching of skills and strategies that are useful for life. For example, Petitpas et al. (2005) revealed that life skills teaching programs are very suitable to be integrated into sports programs if youth sports programs that promote psychosocial development are sports that are used as a vehicle to provide experiences that encourage self-assessment and teach life skills to sports participants (adolescents) in a deliberate way. And systematic.

Sport is recognized as a means by which people can develop skills that enable them to contribute positively to Society. The nature of sports requires people to demonstrate such things as persistence when trying to learn a new skill or social and cognitive skills since people are required to work independently and depend on each other to solve problems and make decisions (Cope et al., 2017; Santos et al., 2019; Hilliard et al., 2019). Sports canals improve the life skills and psychological abilities of individuals involved in sports activities (Cronin & Allen, 2017). In line with this, Hayden et al. (2015) state that sports can be used as a means to improve social, emotional, and academic skills. In addition, sports have also helped youth to be able to cooperate with others.

The explicit approach refers to the program and the coaches within the program, who deliberately target the development and transfer of life skills (Turnnidge et al., 2014). For example, one can be applied to a baseball sports program by aiming at the child previously when his friend makes a mistake on the field. It is hoped that the inclusion of life skills aspects in the training program will affect their life skills in a better direction because sport is a social enterprise in which athletes interact with various stakeholders (for example, coaches, parents, referees, and teammates (Fraser-Thomas et al. al., 2007).

Cronin & Allen (2017) validated this initial scale as an essential advance for the field of sport. This scale provides researchers with a

measure to comprehensively assess eight life skills, one of which is social skills. Therefore, baseball can become one of the means to develop life skills, especially starting at an early age, because, in baseball, many children still do not respect their friends and seniors. When they fail when standing up to batting or batting, there is still inappropriate behaviour, such as throwing helmets and throwing bats.

Therefore, Turnnidge et al. (2014) argue that strategies to model positive behaviour include (a) being patient; (b) having realistic expectations; (c) showing respect for athletes, parents, officials and other coaches; (d) communicating clearly and concisely; and (e) see mistakes as learning opportunities. Life skills can play an essential role in early childhood development.

Baseball or baseball is a sport played by two teams. The pitcher of the throwing team tries to throw the ball, called a baseball, while the player (batter) of the hitting team tries to hit the ball using a bat. The baseball game is almost the same as softball, only there is a difference in the equipment (ball) which is smaller, and the field is farther / wider (Yang, 1998).

Judging from the number of tournaments held, both those that have been held regularly and those that have just emerged, the coaches implement many training programs. In addition to training programs that are integrated into life skills applied to baseball practice players, there is also a theory of training, namely the main systematic athletic activity of a long duration of time, which affects the level individually and progressively (Bompa, 2009).

While the learning model is seen as the main factor in mastering skills, on the other hand, training theory is seen as a factor that determines the extent to which achievement can be achieved. Therefore, the question arises where the author wants to know whether there is an effect of an integrated training program on life skills.

METHOD

The method used in this research is to

use the research method Quasi- Experimental Design. The design in this study is a "Pre-test-Post-test Group Design" (Sugiyono, 2013).

Participants

The population is a significant data source because, without the presence of the population, the study would be meaningless and impossible to do. This study's population was students who participated in baseball training, especially students from the Bandung City Flash baseball club. This research at the Flash Baseball Club in Bandung was used as an experimental group by implementing a life skills program integrated into baseball.

The sampling technique used in this research is purposive sampling. Although researchers used personal judgment to select samples, the samples used were baseball children who had at least three months of training and boys who had an age range of 10 to 13 years in the Flash baseball club. Group A consists of 10 students from the Flash baseball club (who participated in baseball training which was given the integration of life skills). Group B is Flash baseball club students (who take baseball training but are not given the integration of life skills), totaling ten people.

Instrument

The instrument used to measure students' life skills development is the Life Skills Scale for Sport (LSSS) questionnaire instrument (Cronin & Allen, 2017). The LSSS questionnaire instrument was developed for youth sports participants aged 9-13 years. The LSSS questionnaire instrument contains eight primary life skills consisting of 47 statement items, with a measurement scale in the form of a Likert scale with a scale range used is a five-point scale range from 1 (not at all) to 5 (very much).

Procedure

The stages of research undertaken in this study include the distribution of the initial LSSS instrument (pretest) to the youth group used as the research sample. Providing treat-

ment in the form of a baseball training program integrated with life skills for eight meetings to Group A. According to Kendellen et al. (2017), there are four principles to teaching life skills. Four guiding principles were created to help trainers integrate teaching life skills into the training process, namely (1) focus on one life skill per lesson, (2) introduce life skills at the beginning of the lesson, (3) Apply strategies to teach life skills throughout the lesson (4) ask about life skills at the end of the lesson (Gould & Carson, 2008). Third, providing treatment in the form of a baseball training program but not integrating life skills for eight meetings to Group B. Disseminating the final LSSS instrument (posttest) to the youth group that was the research sample.

Data Analysis

In data analysis, data processing in this study uses quantitative methods with descriptive and inferential statistics. First, data processing in the form of data tabulation using Microsoft Excel 2013, then to perform descriptive statistical data analysis using statistical software, namely IBM SPSS version 23. Before moving on to parametric inferential statistical analysis, it is necessary to test the normality and homogeneity of research data because the use of parametric statistics requires that the data for each variable to be analyzed must be normally distributed and the data of two or more groups being tested must be homogeneous (Sugiyono, 2013). If the research data is not normally distributed and not homogeneous, then the data analysis uses non-parametric statistics.

RESULT

The data obtained from the measurement results on the life skills variable using the life skills instrument (life skills). The life skills instrument has nine components: teamwork, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, problem-solving and decision-making. The data generated from the instrument were obtained from three sample

groups: Group A with treatment using a life skills baseball programs integration baseball training program and Group A with treatment using a non-integrated life skills baseball program.

The average value and standard deviation were calculated on two integrated and non-integrated baseball training programs for life skills for the life skills variable. Calculating the average value and standard deviation is the first step for further testing. Testing the mean (mean) and standard deviation (standard deviation) using raw data from test results and measurements for each group. The following is descriptive data presented in the table listed in table 1.

Table 1. Demographics of Research Subjects

Data/Variable	$\bar{x} \pm SD$	Min.	Max
Age	11 \pm 0.99	10	13
Height	132.1 \pm 3.86	128	138
Weight	33.85 \pm 3.28	30	40

Based on Table 2, shows that the average score in the life skills integrated baseball training program shows a change from the pretest and posttest. For example, the processing results in group A are the average value in the pretest results of 147.5 and posttest results of 168.9. From these results, there is a difference or difference in the value of 21.4 points; the difference shows the average value of group B from the pretest to the posttest there is an increase. This means that the treatment in the form of an integrated life skills baseball training

Table 2. Result

Group	$\bar{x} \pm SD$	Min.	Max	Gain
A Pre	147.5 \pm 3.04	142	151	21.4
Post	68.9 \pm 1.7	168	171	21.4
B Pre	145.9 \pm 2.92	142	150	5.4
Post	151.3 \pm 2.5	148	155	5.4

pro-gram impacts life skills (life skills) for students at the Flash Softball-Baseball club in Bandung.

While the average value for the non-integrated life skills baseball training program shows a change from the pretest and posttest with the pretest result being 145.9 and the posttest result 151.3, from these results, there is a difference or difference. The value of 5.4 points, the difference shows the average value of group B from the pretest to the posttest. There is an increase. This means that the treatment in the form of a non-integrated life skills baseball program impacts students' life skills at the Flash Softball Club-Baseball Bandung. The difference in the effect of each group shows that the treatment given impacts the development of life skills in each group.

The normality test of the data is carried out on the life skills measurement data because it will be used for data analysis using the t-test, so it is essential to calculate whether the data is standard. Testing for normality (Test of Normality) was carried out using the Shapiro-Wilk test at a significance level of = 0.05. The life skills integrated baseball program shows a probability or significance value more significant than (0.05). Then the data is usually distributed. The non-integrated life skills baseball program shows a probability or significance value more significant than (0.05) than the data is usually distributed. The homogeneity test results show that the probability value (P) or the significance value is more significant than = 0.05. Based on the decision criteria, it can be concluded that the three research groups belong to the homogeneous category or have the same variance.

The results of the SPSS output from the paired samples test, namely from the pretest to posttest data in group A. Table 3 showed the output of the paired samples test Based on the results of the SPSS output presented in table 3, a significance value (sig.) of 0.000 is smaller than 0.05 (0.000 < 0.05), so it can be concluded that there is an influence of the life skills integrated baseball program on the development of

life skills (life skills). While in the non-integrated life skills baseball practice group, a significance value (sig.) of 0.000 is smaller than 0.05 ($0.000 < 0.05$), so it can be concluded that there is an effect of the integrated life skills baseball program on the development of life skills. (life skills). We can see the results in the following table:

Table 3. Results of the Paired Samples Test

LSS	T	df	Sig. (2-tailed)
Group A	14.045	18	0.000
Group B	14.045	17.2	0.000

Test Sample t-test was conducted to determine the difference in the effect of the baseball program integration of life skills and the baseball program of non-integration of life skills on life skills. The SPSS output results from the independent samples t-test, namely from the gain data in group A with gain in group B, are presented in table 4.

Table 4. Results of Independent Samples Test

Sample Group	F	T	Sig. (2-tailed)
Group A	0.94	14.04	0.000
Group B			

Based on table 4, the significance value (sig.) of 0.000 is smaller than 0.05 ($0.000 < 0.05$), meaning that there is a significant difference in the effect of the life skills integrated baseball program with the life skills non-integrated baseball program on the development of life skills.

DISCUSSION

Efforts must be made to see life skills development through various training efforts, learning and other relevant training methods. Based on the results of data analysis in the test of the effect of the life skills integrated baseball program, the authors found that there was a significant effect on the development of life skills

in the sample group given the life skills integrated baseball training program.

The results of this study are in line with previous studies. Numerous studies have shown that young people develop various life skills through exercise. (Cronin & Allen, 2017); Rohmanasari, Ma'mun, & Muhtar, 2018; Trotter & Robitaille, 2014; Whitley, Wright, & (Gould & Carson, 2008). According to Mennestrel et al. (2007), sport is a social activity that is highly valued by youth, then as an ideal vehicle to attract youth interest. As mentioned, the sport has been identified as a favorable setting for learning life skills.

Integration can be done in the learning and training process. In the training process, the instructions and directions of the trainer can be carried out at the opening or closing of the exercise. As explained in study, there are four principles to help coaches integrate teaching life skills into sports, namely (a) focus on one life skill per lesson, (b) introduce life skills at the beginning of the lesson, (c) apply strategies to teach life skills as a whole lesson, and (d) ask about life skills at the end of the lesson (Kendellen et.al, 2016; Kramers 2012)

The findings show that life skills development through integrated significant changes to the athletes in this study. This proves that the achievement of life skills can be implemented through an integrated baseball training model. The implementation of baseball training that is integrated with life skills will affect the angle of development of life skills as for the visible development aspects, including communication between athletes and coaches; in the process, athletes learn to be disciplined, confident, responsible, solve a problem, and grow a social personality. Positive ones. As for the achievement of athlete development, that is expected in the aspect of life skills, among others: timework, goal setting, time management, leadership, social skills, inter-personal communication, emotional skills, and problem solving & decision making (Cronin & Allen, 2017).

CONCLUSION

The focus of this research is to reveal the differences in baseball practice in developing life skills applied from an early age by using a baseball training program that integrates life skills with non-integration of life skills. There are differences in the development of life skills between the baseball practice group that integrates life skills and the baseball practice group that does not integrate life skills in the context of developing life skills from an early age. The difference is significant with a higher position in the baseball practice group that integrates life skills than the baseball practice group that does not integrate life skills. This proves that involvement in baseball can develop life skills, especially if the training process is integrated.

RECOMMENDATION

Baseball training with integrated life skills is expected to be applied to a training process or program to help develop positive youth starting early to improve their life skills. The current coach must realize that the training program should not only focus on physical and technical abilities but also integrate life skills into the training program to support the development of athletes' life skills in a positive direction. f. For further researchers to develop baseball training programs integrated with life skills components in games or other sports for a longer time to get better results.

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