



Life Skill Development Through Pencak Silat Activities in The Positive Youth Development Framework

Aris Risyanto*

Universitas Subang, Indonesia

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Abstract

The purpose of this study was to examine life skill development through pencak silat activities in the positive youth development context. This study used experimental research method. The study population consisted of students participating in pencak silat courses at Subang University. The sampling technique used in this study was the purposive sampling technique, involving 20 students. In this study, the model used was the True Experimental Design. The research instrument used in this research was a life skills questionnaire with a Likert scale measurement. The analysis of this research employed IBM SPSS software version 25.0. Hypothesis testing used paired sample testing. The results of the analysis gained the value of sig (0.00) < (0.05) for the experimental group and the value of sig (0.066) < (0.05) for the control group. This study concludes that the integration of life skills in the experimental group had an impact on the development of life skills. In future research, we will further discuss life skill development so that we can see the most important life skill component for life skill development.

INTRODUCTION

In this millennial era, education plays a crucial role in developing knowledge, personality, and skills. Education must be provided comprehensively, encompassing cognitive development (knowledge, understanding, and skills) as well as emotional and psychosocial development (Susandi, 2020). The development of these three aspects is interrelated and mutually reinforcing, supporting the acquisition of life skills.

Life skills are a set of psychological and social abilities that empower individuals to effectively navigate the challenges and demands of daily life, promoting adaptability and positive outcomes (Yulianto et al., 2023). For instance, social skills, such as communication, can assist individuals in building strong relationships. Life skills are defined as personal abilities required for successful living in diverse environments (Wijaya et al., 2023). Furthermore, life skills encompass inherent qualities and abilities within an individual, including attributes like goal setting, emotional management, self-esteem, and a strong work ethic. These traits can be cultivated through participation in sports and applied beyond sports activities (Yulianto & Hendrayana, 2022). Understanding the process of life skills transfer is crucial as studies indicate that life skills do not automatically transfer consistently, and coaches play a pivotal role in facilitating this transition (Marsollier et al., 2020). This underscores the significant role of life skills in our lives, as discussed among sports psychologists, offering the potential to impart valuable abilities to individuals engaged in sports (Ronkainen et al., 2021).

The life skills instrument was successfully developed by Cronin & Allen (2022), comprising eight key components: teamwork, goal establishment, effective time management, emotional intelligence, communication proficiency, social acumen, leadership aptitude, and the capacity for effective problem-solving and decision-making. These components are based on research conducted by Kendellen et al. (2017) and Kendellen et al. (2020), specifically

building a model of a golf training program that integrates life skills development for young children in Canada. The program comprises two fundamental components: "Inner Life Skills" (resilience, goal establishment, and emotional management) and "Interpersonal Skills" (integrity, collaborative teamwork, and respect). Findings indicate that these life skills components are interconnected and tend to progress positively in young individuals engaged in golf training.

In the process of enhancing life skills, education plays a vital role as it can be provided through activities in the environment. Life skills can be obtained through these learning activities, playing a crucial role in a person's life in developing their potential, especially independence. This is emphasized as one of the keys to enabling students to live independently, namely life skills (Akhadiyah, 2019). According to Holt et al. (2017), various activities are organized to instill life skills values, including campus activity unit activities in the campus environment, such as field pencak silat, which is one of the sports taught in course activities.

The field of pencak silat is a highly regarded and widely beloved sport that enjoys popularity across all segments of society. It is known for its engaging and thrilling nature. According to Hadiana et al. (2021), in the sport of pencak silat, participants are required to exhibit sportsmanship, cooperation, discipline, independence, and responsibility, which can support personality development, especially for students participating in pencak silat extracurricular activities. Pencak silat, as a sport, holds the promise of nurturing life skills such as initiative, collaboration, emotional self-regulation, and goal setting, extending its influence beyond academic and field-related domains (Saputra et al., 2023).

Engaging in pencak silat provides a significant avenue for fostering Positive Youth Development (PYD), as this sport encourages values of tolerance, self-discipline, and restraint. Participation in pencak silat can contribute to the enhancement of physical, social, emo-

tional, and cognitive capabilities. Playing pencak silat can help improve physical, social, emotional, and cognitive skills. Therefore, pencak silat sports should be considered a good choice to support the positive development of adolescents (Hadiana et al., 2021). Most pencak silat sports programs are related to the athletes' attitudes and ethics, so the values contained in them can improve the athletes' attitudes and ethics, and it would be better if given specifically (Saputra et al., 2023).

METHOD

In this study, the author chose the experimental research method. Experimental research methods can be understood as research aimed at determining the effects of certain treatments on other substances under controlled conditions. The author emphasized that the experimental research method is "the only research method that truly allows testing hypotheses about cause and effect relationships."

This study employs a True Experimental Design research design that utilizes a pre-test-post-test control group design, wherein there is a control group aimed at controlling all external variables that may influence the experimental process. The treatment in this study was administered 12 times, starting with a pre-test to collect initial data and concluding with a post-test to gather final data.

Participants

The research focused on students who were enrolled in pencak silat classes at the University of Subang. The sample selection was carefully conducted using purposive sampling, a method driven by specific criteria and thoughtful deliberation.

The criteria used to obtain samples for this research are as follows:

- Subang University student.
- Students who are enrolled in pencak silat courses.
- Age under 21 years.

Therefore, the sample used in this research consisted of 20 students who were enrolled in the pencak silat course at Subang University.

Instrument

To assess the improvement in students' life skills in pencak silat, the instrument used was the Life Skills Scale for Sport (LSSS) questionnaire developed by Cronin & Allen (2017), totaling 47 questions. The LSSS questionnaire helps determine the extent to which life skills have increased in the learning process. To clearly identify the increase in life skills, the t-test was employed, aiming to ascertain whether the two groups have similar or different average differences. This enables a definitive understanding of the observed increase in life skills.

RESULTS

In collecting data, the author collected data using the LSSS questionnaire instrument. In table 1 the author will explain the research results and discussion of this research. The author conducted research at Subang University with a sample of 20 students who took the field pencak silat course.

There is an influence of field pencak silat that integrate life skills on improving life skills. The result can be seen in table 1.

Table 1. Paired Sample t-Test Results

	Mean	Sig. (2tailed)
The field pencak silat integrates Life skills	-10,700	0,000
The field pencak silat does not integrate life skills	-700	0.066

Based on Table 1, it is evident that the probability value (two-tailed significance) for the integrated life skills component within the pencak silat is 0.000, which is less than the significance level of 0.05. Consequently, we reject the null hypothesis (H₀) and accept the alternative hypothesis (H₁). Conversely, the probabil-

ity value (two-tailed significance) for the non-integrated aspect of the pencak silat is 0.066, exceeding the significance level of 0.05. This leads to the acceptance of the null hypothesis (H0) and the rejection of the alternative hypothesis (H1). In summary, the integration of life skills into the pencak silat is likely to have a significant positive impact on the development of life skills, whereas the pencak silat without this integration is unlikely to enhance life skills abilities significantly.

DISCUSSION

Therefore, it can be concluded that there is a significant impact on improving the life skills of Subang University students through pencak silat that integrate life skills. Based on the hypothesis testing results of the paired samples t-test, the sig value is $0.000 < 0.05$. It can also be stated that there is an average difference (mean) of -10,700. This means there is a significant increase in life skills through pencak silat that are integrated with life skills.

Life skills can be effectively imparted through sports, as demonstrated in this study where life skills have been integrated into the practice of pencak silat. Within the context of pencak silat sessions, students receive comprehensive instruction on various life skills. This approach is supported by Yulianto et al. (2023), who emphasize that life skills can be nurtured and cultivated through sports and subsequently transferred to non-sporting situations. This pedagogical approach aligns with connective learning theory, as elucidated by Canese et al. (2021), which posits that learning is the result of repeated interactions between stimuli and responses.

Therefore, sports, in this case, pencak silat, serve as a valuable platform for nurturing students' life skills. This process is thoughtfully designed to stimulate students, ensuring that they grasp the principles of life skills and can effectively apply them in their daily lives. Throughout this research, several advantages have become evident in the way the study was

conducted.

The cultivation of life skills in pencak silat has several significant advantages and importance. Here are some reasons why the cultivation of life skills in pencak silat is considered important: Pencak silat is not only focused on the physical aspect but also on the development of mental and emotional aspects. By instilling life skills, participants in pencak silat can develop themselves holistically, including social skills, independence, and emotional management. In social skills, pencak silat involves interaction among participants, both during training and in competition situations. By instilling life skills such as effective communication, collaboration, and leadership, participants can develop strong social skills that can be beneficial in daily life.

Enhanced Independence, pencak silat training requires independence and self-discipline. By instilling life skills such as time management, goal planning, and personal responsibility, participants can enhance their independence, which can help them in various aspects of life.

Thus, the cultivation of life skills in pencak silat not only contributes to physical self-defense skills but also to broader personal development, helping participants become empowered individuals who thrive in various aspects of life.

The advantages of this research are: New things implemented in learning pencak silat at Subang University. There is a significant increase in life skills through pencak silat which is integrated with life skills. Weaknesses In research, there are shortcomings while researchers are conducting research and the shortcomings of this research are that the research is not general, which means it only focuses on one agency. It does not discuss the components of life skills separately so that it is not clear which development of the components of life skills is more prominent.

In further research, we will discuss more deeply the development of life skills so that we can see the life skills components that

are more prominent in the development of life skills

CONCLUSION

From the data analysis it can be concluded that there is a significant increase in the improvement of life skills at Subang University students through integrated pencak silat sports life skills.

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