



Integrating Life Skills in Handball Training Programs for Positive Youth Development

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Abstract

The purpose of this study was to investigate the impact of incorporating life skills into a handball training program on positive youth development. The Quasi-Experimental Design was employed as the study approach. A questionnaire was used to collect data for this study. The purposive sampling technique was used in this research. The sample of this study involved 40 young men aged 15-20 years divided into two groups, namely the handball training with life skill integration group (20 people) and the handball training without life skill integration group (20 people). The findings of this study revealed that the life skill development of the handball training group that integrated life skills in the program (Group A) was higher than the life skill development of the handball training group that did not receive life skill integration in the program (Group B). The development of adolescent life skills can be utilized in their daily lives, so that they can use the skills to address their life needs and obstacles.

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INTRODUCTION

Currently, the discussion about life skills for youth has become an actual topic for discussion. Youth in Indonesia has been one of the country's main concerns since the founding of the country until now and is considered to play a strategic role in the current national development (Pohan et al., 2022).

According to survey results, many young people drop out of school and begin looking for employment before they expect to enter the workforce, while others drop out of secondary and higher education because they dislike it or believe that finishing their education would be of little assistance in obtaining a job (Fitri, 2019). This might be attributed to technological advancements and rising sophistication in the globalization period. To counteract the increasing influx of bad globalization, young people must be prepared with good life skills.

Sports may help young people learn about themselves and develop skills that will be beneficial later in life (Wijaya et al., 2023). Others agree, arguing that sports have the ability to challenge and encourage a person in a way that others, such as school and the workplace, cannot (Gaffney, 2015). The majority of research focuses entirely on the physical health benefits. Sports, on the other hand, have been acknowledged to contribute to public health in ways other than physical fitness (Parnell et al., 2015). There is scientific data, for example, to support the idea that the advantages of sports and physical activity extend beyond the physical and into the social, psychological, and intellectual realms (Hodge et al., 2017). Participation in sports and physical activity also leads to improved life skills.

In recent decades, there has been much interest among academic practitioners in promoting life skills, which are seen as an integral part of preparing young people to face the challenges of everyday life and enabling active participation in society. Holt et al. (2017) define life skills as abilities that help people achieve in the many situations in which they live, such as

school, family, and community. Sports have been identified as an excellent environment for growing Positive Youth Development (PYD) due to their popularity as an after-school activity for young people (Yulianto et al., 2023).

According to Palheta et al. (2020), the concept of purposeful structure refers to intentional implementation activities in a sports setting to teach life skills and apply them in real life. Santos et al. (2018) showed that the program was highly beneficial in generating adaptive behavior and reasons, such as improved training involvement and the adoption of time management and planning abilities in settings other than athletics, such as homework and academic pursuits. The most recent research by Bean & Forneris (2019) shows that organized sports programs designed to teach life skills may be more effective than informal sports programs in fostering favorable youth development outcomes.

Handball is a complex sports game and is starting to be popular with students, especially indoor handball. The handball game is a team game played by one or two hands using the ball as a medium. The aim of the handball game is to put as many balls into the opponent's goal as possible and prevent the opponent from putting the ball into our goal. This game is a combination of skills between games. Basketball and football/futsal, because in their implementation, the basic techniques such as dribbling, passing, catching in basketball games are almost the same as these sports.

Increasing youth sports engagement is a fantastic chance to develop young personalities or prepare quality youth to confront life's obstacles in the future. As stated by Turnnidge et al. (2014), sports engagement may enhance both physical and psychosocial elements. It is underlined that sports have been established as a feasible technique of enabling positive youth development connected with improving a person from the stage of physical, mental, and social development. Psychological and social improvement to become someone who can face the problems of life in the future (Bean et al.,

2022). As a result, adolescence is an appropriate period to supply good things, as good Youth Development (PYD) envisions.

Because this sport still requires a strong sense of collaboration, tolerance, self-control, and discipline, handball has enormous promise in fostering Positive Youth Development (Wijaya et al., 2023). According to Saavedra (2018), because most handball sports programs are connected to the athlete's attitude and morals, thus the values contained within can enhance the athlete's attitude and morals and would be better if offered explicitly. As a result, the purpose of this research is to maximize youth engagement in the handball sports program. Positive Youth Development (PYD) may be attained by employing the principles of providing life skills material. As a consequence, the author will conduct a research project titled "Integrating Life Skills into Handball Training Programs for Positive Youth Development."

METHOD

The Quasi-Experimental Design approach was employed for this research. "The Matching-Only Pre-test-Post-test Control Group Design" was used in this study (Fraenkel & Wallen, 2012). The Quasi-Experimental Design approach was employed in this study. "The Pre-test-Only Post-test Control Group Design" is used in this study.

Participants

The total number of participants is 40 students. The sampling approach was carried out deliberately. Purposive sampling is an approach to selecting samples that considers certain factors, such as initial population information and the specific objectives of the research. Researchers use personal judgment to select samples.

Instrument

Before the treatment was carried out, all young people underwent a pre-test by filling out the Sports Life Skills Scale questionnaire,

which was available for 45 minutes. After the pre-test was conducted, the youth participated in the treatment according to their group for eight sessions. Following the completion of the therapy, the adolescents did a post-test to complete the questionnaire that had been provided for 45 minutes. The Life Skills Scale for Sport (LSSS) is a 47-item questionnaire intended to assess individuals' opinions about improving life skills through sport. A person is asked to rate how much one has learned through exercise. Previous research supports the validity and reliability of this measure among youth sport participants in the current sample (Cronin & Allen, 2017).

Data Analysis Technique

In this study, data processing employs quantitative methodologies using descriptive and inferential statistics. Data processing includes data tabulation using the Microsoft Excel 2013 application, followed by descriptive statistical data analysis utilizing statistical software, namely IBM SPSS version 25. Normality and homogeneity testing using the SPSS version 25 software are examples of statistical precondition tests. Statistical hypothesis testing with the t-test, often known as the Independent Sample t-test.

RESULTS

Here is the result of Descriptive statistics of the research result, as shown at table 1.

Table 1. Descriptive Statistics

Research Group	N	Pre-test	Post-test	Gain Score
A	20	148.87	184.40	41.50
B	20	161.60	173.27	16.58

The overall pre-test, post-test, and gain score values for both groups are shown in Table 1. Group A gained 41.50%, while Group B gained 16.58%. Meanwhile, Group A's pre-test and post-test scores were 148.87 and 184.40, while Group B's were 161.60 and 173.27. The

disparity in gain score values suggests that Group A is acquiring more life skills than Group B.

After the required tests have been completed, hypothesis testing can begin. Hypothesis testing in this research uses a one-way ANOVA test, namely One-Way ANOVA." The result can be seen in table 2.

Table 2. One-way Anova results

Sources of Variation	Sum of Squares	Mean Square	F	Sig
Between Groups	7933,311	3966,655	35,385	,000
Within Groups	4708,259	112,101		

Based on Table 2, it can be observed that the calculated F value is 35.385, and the significance is 0.000. Therefore, when comparing the calculated F with the F table value of 3.14, the decision is that $F_{count} > F_{table}$. As a result, H_0 is rejected, indicating that there is a difference. Additionally, considering the significance value, $Sig. (0.000) < 0.05$ (significance level: α), H_0 is rejected. Consequently, it is evident from Table 2 that there are significant differences between the two research groups.

DISCUSSION

When combined with other research, this study makes a compelling argument that athletics assist teenagers in acquiring life skills. The current study analyzes life skill growth in the handball training group that received life skill integration (Group A) compared to the handball training group that did not receive life skills integration (Group B). To begin, the data showed that Group A learned life skills faster than Group B. The outcomes of this study, in particular, suggested that young people felt athletics helped them improve in collaboration. Life skills include goal planning, time management, emotional control, interpersonal communication, social skills, problem solving, leadership, and decision making (Karasiyevych et al., 2021). It was reassuring to hear that the players

were learning life skills via sports.

According to the current study, the Life Skills Scale for Sport (LSSS) is a trustworthy and accurate measure of life skills development. This is especially true considering the prevalence of qualitative research in the literature and previous challenges in conducting quantitative research measuring life skills development in sport (Holt et al., 2017). It is hoped that the findings of this study would encourage other researchers to employ the LSSS while researching the development of life skills through sports. Sports psychologists and performance psychologists believe that the more life skills children learn, the more likely they are to succeed in life. According to the most recent findings, researchers and practitioners should encourage coaches to aid youngsters in "developing a variety of life skills through sport."

Trainers should primarily provide a learning environment that promotes the development of life skills. There was little engagement, input, and questions and answers during its deployment. Gusic et al. (2017) argue that coaches use this strategy to retain status within the school's handball subculture by exercising control and discipline over players. As a result, rather than being engaged learners who feel appreciated, players become passive and compliant to what the coach says. Given this, it is doubtful that such an environment will provide players with the opportunity to learn life skills (Fritz et al., 2020).

There is some evidence that coaches' actions and conduct are important elements in players' development of life skills. Coaches must consciously construct training programs if they wish to improve life skills; also, merely participating in sports will not result in positive life skill development (Yulianto & Hendrayana, 2022). Instead, for life skills development to occur, coaches must carefully evaluate how they structure the learning environment, engage with, and create connections with players (Abbasi et al., 2018). Mastery-oriented environments have been observed to be the most ideal

for developing a number of abilities, including life skills. Given the worldwide significance of handball, it is critical to analyze its function in promoting and developing life skills (Fritz et al., 2020).

CONCLUSION

Based on the results and discussions of this study, it can be concluded that the life skill development of the handball training group that integrated life skills in the program (Group A) was higher than the life skill development of the handball training group that did not receive life skill integration in the program (Group B).

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