

Analysis of The Life Skills Level of PJKR STKIP Darussalam Cilacap Students in The Context of Positive Youth Development

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Abstract: The purpose of this study is to evaluate the degree of life skills acquired by PJKR STKIP Darussalam Cilacap pupils through physical exercise. Descriptive methodology combined with a survey technique was employed. All PJKR STKIP Darussalam Cilacap pupils who engaged in physical exercise made up the study's population. 50 respondents made up the sample, which was collected using the total sampling approach. The tool utilized was a life skills questionnaire that the researcher created. It included six parts: intrapersonal (increased attention, goal-setting, and emotional control); and interpersonal (honesty, collaboration, and respect). Data analysis used descriptive analysis as outlined in the form of percentages. The results showed that the level of life skills of PJKR STKIP Darussalam Cilacap students after participating in physical activity was in the category of "less" by 34%, "adequate" by 48%, and "good" by 18%.

Keyword: Physical Activity, Life Skills, Positive Youth Development

1. Introduction

Proficiency is presently one of the crucial elements for success in dealing with the technology of the fourth industrial revolution, so enhancements in the caliber of human resources (HR) should persist. Currently, the younger generation needs to excel in the 21st century with 21st century skills. These skills encompass intricate problem-solving abilities, critical thinking, innovation, human capital management, coordination, and so forth. This is because in the 21st century, competition is not only limited to individuals within their own nation but also extends to international workers. Quality human resources are life skills possessed by individuals and can be cultivated to better adapt to changes resulting from globalization.

Education is a matter of great concern and significance in the global arena, as the well-being and progress of a nation can be gauged from the quality of education. The issue of inadequate education quality on a global scale has a strong correlation with poverty, hunger, inequality, and prevalent crime. This is a universal challenge, compounded by the growing awareness of criminal and juvenile delinquency, such as substance abuse, sexual harassment, juvenile delinquency, and anti-social activities. Therefore, education is a top priority for enhancing knowledge and skills (competencies) as well as spirituality.

Additionally, the United Nations Educational, Scientific and Cultural Organization (UNESCO) also underscores the importance of education equality as the entitlement of every child worldwide, along with the early shaping of children's character.(Sarker et al., 2011).

The progress of science and technology increasingly requires the younger population to acquire the abilities necessary to handle these advancements. By cultivating life skills, it is expected that the younger generation will be capable of competing in the constantly evolving global economy. Nowadays, youth encounter numerous obstacles, and in order to thrive in a fiercely competitive and ever-changing global economy, they must acquire various skills and enhance their life skills. (Gould & Carson, 2010).

In order to maximize the development of life skills in Indonesian human resources, encouragement is needed from various parties including the university environment. The campus environment, as a means of formal education in Indonesia plays an important role in instilling life skills in students. The concept of life skills itself has begun to be echoed in the curriculum which emphasizes character education and the provision of life skills to students. The teaching process in the development of life skills reflects real life so that students acquire life skills, so that students can be prepared to live in the midst of society (Yulianto & Hendrayana, n.d.). The educational process that instills the concept of life skills in the teaching and learning process on campus needs to be carried out in a sustainable and integrated manner in various subjects at public and private tertiary institutions.

(Pierce et al., 2017) states that life skills are described as 'internal personal resources, qualities and abilities such as setting objectives, managing emotions, self-worth, and strong work ethic that can be supported or cultivated in athletics and transferred for utilization in non-athletic contexts. Athletic pursuits in the educational setting have significantly contributed to the implementation of life skills in the educational setting. This is indissoluble from the presence of athletic principles that are instilled as a method of personal growth. Athletic principles that have blossomed and evolved are focused on fostering the fundamental principles, abilities and understanding that students will eventually require and utilize throughout their lifetimes. (Turnnidge et al., 2014) have examined the correlation between engaging in sports and the cultivation of essential abilities for life, wherein it has been demonstrated that the coaches who prioritize the enhancement of life skills are the most impactful. Numerous experts presume that the life skills acquired through sports, including but not limited to leadership and collaboration, undeniably prepare individuals for triumph in various aspects of life. (Trottier & Robitaille, 2014). This concept is strengthened by the mission statements of sports organizations that convey the importance of fostering and transmitting essential life abilities, which are considered fundamental aspects of the perceived socio-cultural value of athletics. The cultivation of life abilities is one of the initiatives to foster Positive Youth Development (PYD), which involves shaping the character of the younger generation so that they are equipped to compete and overcome challenges in the current era of the fourth industrial revolution. PYD pertains to the enhancement of individual aptitudes or resources, comprising mental, communal, sentimental, and intellectual attributes that are

vital for youths to evolve into efficient and thriving constituents of the community, thereby augmenting the general caliber of human capital in society. (Weiss et al., 2013).

The concept of Positive Youth Development (PYD) has surfaced as a topic of discussion in the realms of developmental and sports psychology in recent years.. (Holt et al., 2012). Sport is one method to foster PYD. This is corroborated by viewpoint. (Gould & Carson, 2010) according to the PYD theory. The theory suggests that sports can serve as a valuable platform for teaching important life skills to young individuals. This is due to the fact that athletics entail the cultivation of expertise, are greatly esteemed by communities, and yield concrete outcomes for perseverance and exertion. Moreover, sports can aid in the cultivation of various dimensions beyond mere physical health. These dimensions encompass internal qualities such as personality traits, the ability to establish objectives, emotional regulation, self-confidence, and a robust work ethic. All of these elements are essential to positive youth development and can be nurtured and honed through engagement in sports.

PYD is most likely to occur when adolescents have the opportunity to develop competence through interactions with others in various environments, such as the family, peers, school, and community. In the campus setting, physical activities, particularly those in the PJKR study program, play a significant role in cultivating and enhancing student life skills. These activities include both classroom-based learning and participation in sports through student activity units on campus. Both of these activities contribute to the development and cultivation of essential life skills in students. (Yulianto et al., 2023). This is similar to what was said (Weiss et al., 2013) specifically, positive youth development occurs when adolescents and young individuals have chances to cultivate skills through engagements with significant individuals in their family, peer group, educational institution, and local surroundings. Athletics serve as a platform where teens and young individuals can engage with the individuals in their immediate environment. (Holt et al., 2017) also posits that PYD can be implemented through a sports program that focuses on developing life skills. There are other areas of study in sports psychology that fall within the scope of PYD but modernize the terminology used in this field. Mainly, this research has been referred to as 'life skills'.(Gould & Carson, 2010) also expressed the identical viewpoint that all life competencies concentrate on promoting positive growth in young individuals, meaning that all research on life competencies revolves around PYD. According to the aforementioned perspective, it can be stated that life competencies serve as a means to foster PYD.

if it can be enhanced to its fullest potential, PYD will allow individuals to live a well-balanced and fruitful life, possess the skills and ability to generate income, actively participate in community affairs, and engage in social and cultural interactions. As stated by (Hamilton et al., 2004) optimal development can be described as the means of "empowering individuals to lead a healthy, gratifying, and productive life, both in their youth and as adults, by equipping them with the capability to earn a livelihood, contribute to society, nurture others, and partake in social and cultural activities. It is believed that sports activities play a significant role in nurturing the potential for positive growth in teenagers.(Bean & Forneris, 2016). Furthermore (Weinberg & Gould, 2019) In the

publication Positive Youth Development Through Athletics, it is contended that athletics has long been regarded as a means for young individuals to acquire knowledge and skills, including physical abilities, character development, the cultivation of ethical values, and the assumption of leadership roles that align with real-life circumstances.

2. Methods

The technique used is a descriptive survey method. The group of people being studied for this research consisted of all students of PJKR STKIP Darussalam Cilacap who have taken part in physical activities. A total of 50 people were chosen as the sample, using the complete sampling technique. The researchers utilized a survey instrument on life skills, which was developed by them based on the theory they proposed. (Bean & Forneris, 2016). The questionnaire consisted of 6 primary life skills, which can be categorized as either intrapersonal (focus, goal setting, emotional regulation) or interpersonal (honesty, teamwork, respect). There were 43 statement items in the questionnaire, with a Likert scale used as the measurement scale. The scale ranged from 1 (Strongly disagree) to 4 (Strongly agree). For data analysis, the researchers employed a descriptive data analysis technique using percentages, according to the following formula:

$$P = \frac{F \times 100\%}{N}$$

Information:

P = Percentage sought (Relative Frequency)

F = Frequency

N = Number of Respondents

The categorization in this study is as follows:

Table 1. Life skills category

No	Interval	Category
1	81,24% < % ≤ 100%	Very good
2	62,49% < % ≤ 81,23%	Good
3	43,74% < % ≤ 62,48%	Enough
4	25% < % ≤ 43,73%	Less

3. Results

This section is the main component of the research paper and is typically the lengthiest section. The research findings presented in this section are the "net" outcomes. Data analysis processes, such as statistical calculations and hypothesis testing, do not need to be included. Only the analysis results and hypothesis testing results need to be reported. Tables and graphs can be utilized to enhance the verbal presentation of the research findings. Tables and graphs should be explained or discussed. For qualitative inquiry, the outcomes section comprises of detailed subsections directly linked to the research focus and categories. The discourse in the document aims to: (1) tackle the problem declaration and research inquiries; (2) elucidate how the discoveries were attained; (3) construe the

discoveries; (4) associate the research discoveries with established knowledge structures; and (5) formulate new theories or adjust existing theories. When dealing with the problem declaration and research inquiries, the research discoveries must be explicitly concluded. The interpretation of the discoveries is performed using logic and existing theories. The discoveries, which are truths in the field, are integrated with prior research results or existing theories. This integration necessitates appropriate referencing. When developing new theories, old theories may be confirmed or rejected, and some may require modifications based on the old theories. In some cases, it is necessary to organize the writing of research results into subheadings. The following is an explanation of how to format the organization, which demonstrates how to write about specific aspects that are inseparable from a research paper.

Prior to conducting a descriptive analysis of the research results, validity and reliability tests were performed. The validity test of the instruments aims to measure the degree to which the results accurately measure what should be measured. Meanwhile, the reliability test aims to measure the degree to which the same results can be replicated under the same conditions. The results of the instrument validity test in this study are as follows::

Table 2. Validity Test Results

Dimension	R Calculate	R Table	Description
Focus	0,443	0,301	Valid
goal setting	0,431	0,301	Valid
emotional regulation	0,319	0,301	Valid
Honesty	0,390	0,301	Valid
Teamwork	0,337	0,301	Valid
Respect	0,357	0,301	Valid

The results of data processing in table 2 show that all dimensions have a value of R Count > R Table so that it can be concluded that the research instrument is valid. As for the results of reliability testing data obtained :

Table 3. Reliability Test Results

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.957	0.956	43

The results of data processing in table 3 show that the Cronbach's Alpha value is > 0.60, so it can be concluded that the instrument is reliable. Data processing in this study uses percentages that are categorized as "less", "adequate", "good" and "very good". The percentage of life skills in this study is :

Table 4. Percentage of Life skills in students

No	Interval	Criteria	Frequency	Percentage
1	81,24% < % ≤ 100%	Very Good	0	0%

2	62,49% < % ≤ 81,23%	Good	9	18%
3	43,74% < % ≤ 62,48%	Enough	24	48%
4	25% < % ≤ 43,73%	Less	17	34%
Jumlah			50	100%

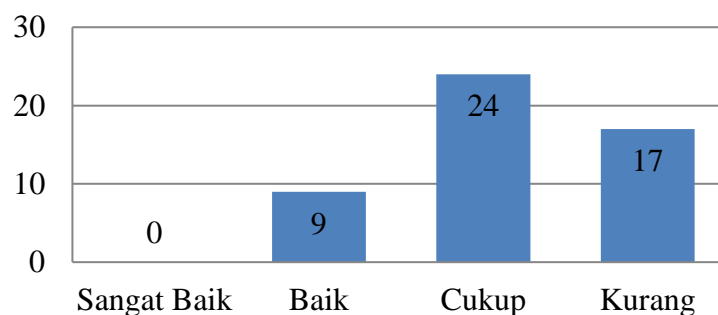


Figure 1. Life skills in students

Based on table 4 data and the bar chart above, it is known that the life skills of PJKR STKIP Darussalam Cilacap students after participating in physical activity are in the less category of 34%, the sufficient category is 48% and the good category is 18%.

4. Discussion

The results of data processing obtained, it is known that the development of life skills of PJKR STKIP Darussalam Cilacap students after participating in physical activities is still not optimal. This can be seen from the "good" category of only 18%, the "sufficient" category of 48% and the "less" category of 34%. The lack of vitality capabilities in students is caused by an overemphasis on physical abilities and overrides vital abilities during activities.. Despite the fact that presently sports are not just useful for generating motor skills, but sports are also capable of generating life experiences which will be valuable in daily life. Sport is one method to cultivate PYD. This is supported by the perspective (Gould & Carson, 2010) previously mentioned, which emphasizes that athletics provides an ideal chance for instilling vital life abilities in young individuals. This is because athletics promotes the development of talents and is greatly valued by society, therefore motivating children and teenagers to participate and exert themselves.. Moreover, sport offers tangible outcomes for effort and dedication. In addition, sports offer opportunities for the development of various aspects beyond physical fitness. These include internal personal assets such as characteristics and abilities like setting goals, managing emotions, building self-esteem, and cultivating a strong work ethic. These components are integral to positive youth development (PYD) and can be nurtured and enhanced through participation in sports.

It is widely believed that engaging in sports can contribute to positive development in adolescents. To fully maximize the application of life skills, it is important for educators to implement a training program that intentionally integrates the development of student life skills. This aligns with the aforementioned statement, which highlights the importance of integrating sports and life skills in order to promote holistic development

in young people. (Kendellen et al., 2017) which asserts that the growth of life abilities takes place when individual students engage with the context of sports education (e.g., the inherent requirements of sport, the arrangement of sports programs, and the qualities and tactics brought by coaches to the program) in a wider socio-cultural setting. This was further underscored by previous researchers who claimed that while some aspects of life abilities can only be acquired through participation in sports, these life abilities will be much more effective if they are intentionally targeted through integration in training programs.

Essentially, in an activity, there must be a highly developed planning, particularly in the learning process of sports activities. To achieve the desired learning outcomes, it must be meticulously planned by creating a deliberately structured program that aligns with the desired expectations, namely to impart life skills. Several research findings indicate that sports should be intentionally organized to impart life skills with the goal of fostering positive youth development. (Bean & Forneris, 2019). The learning framework should be intentionally organized and serves as a tool to aid in the attainment of goals by combining the indicators to be accomplished with more clear-cut objectives (Saïd & Evrard, 2001). Research has shown that intentionally designed programs have superior program quality and development outcomes compared to programs that lack deliberate planning. Deliberate sports programs consistently achieve higher scores on various measures of program quality and positive youth development compared to leadership programs (Bean & Forneris, 2016).

The percentage of Life skills in the sufficient category is 48%. This indicates that the sports values obtained during the training activities have indirectly provided valuable lessons to students about life skills. For some students, life skills are obtained based on real experience as a result of interactions when training activities take place. From the sports values that he understands, the student is more or less able to apply life skills in everyday life. This can be seen from the percentage of student life skills in the good category of 18%.

5. Conclusion

The conclusion provides a brief overview of the findings and discussion, relating them to the research goals. Drawing from these elements, new primary concepts are formulated that represent the core of the research discoveries. Based on the results of data analysis and discussion, it can be concluded that the level of students' life skills after participating in futsal extracurricular activities is in the category of "less" by 34%, "adequate" by 48%, and "good" by 18%.

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