



DEVELOPMENT OF LIFE SKILL THROUGH SCHOOL SPORT ACTIVITIES

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Abstract

This study aims to determine the results of Development Life Skills Through School Sports Activities. The research method used is development research from Borg and Gall which has been varied, namely (1) conducting preliminary studies, (2) model development plans, (3) initial model development, (4) revision of validation results (5) field trials small group, (6) revision of trial results (final product). The instrument used in this study used a questionnaire to measure life skills, namely the test or LESS Life Skills Scale for Sport (Life Skills Scale for Sport) made by Cronin & Allen (2017), which was then adapted by researchers according to research needs. The data analysis of this study used a quantitative method with descriptive statistics with assistance (SPSS). The results of the explanation above are expected to develop life skills that will help students in their daily lives, be able to have life skills to maintain positive relationships both for individuals and with others and be able to overcome any problems that come up properly and effectively through sports activities.

INTRODUCTION

For teenagers to create a generation that is ready to face life's challenges requires a formula that can facilitate and develop all forms of potential they have. Life Skills Are one of the formulas that can be applied to facilitate and develop all forms of potential of the younger generation during the learning process in formal and informal classes. For many youth and adults, it is important for them to learn about life skills. Those who can understand and use these skills, in addition to their educational qualifications, are better placed to take advantage of educational and life opportunities. Life skills education is based on an activity-centered methodology and is based on the philosophy that young people should be empowered to take more responsibility for their actions.

However, in a study conducted by Fortin (2003), it was shown that among adolescents, especially at school age, many students did not have good self-control. This causes them to react negatively to criticism and makes them incapable of accepting other people's opinions. In addition, not being able to control their emotions and moods will bring them into conflict with students or other adults. In fact, a child's life has an impact on his behavior. Erasmus (2007) suggests that young people who lack social and emotional competence may end up being selfish and unable to empathize and relate to others.

In this case psychological factors can be important factors to provide protection against behavior patterns of naughty, violent, and self-control, such as the ability to be flexible during periods of change at school, have effective and efficient communication skills, and the ability to use humor in dealing with negative situations. , and the use of various

social skills. In this regard, there needs to be an effort and the right solution.

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 exercise programs that facilitate positive adolescent development (Forneris, Camiré, and Trudel 2012).

Sport is a very suitable medium in facilitating the development of life skills, because during sports there is a very intense social interaction. This is expressed by Cronin and Allen (2017) who say that "through sports, youth and young people's skills can be developed such as teamwork, goal setting, time management, emotional skills, communication, social skills, leadership, problem solving and decision making. The encouragement of greater participation in sports activities among adolescents offers a promising route to improving the health status of present and future generations (Schneider, 2009). Such understanding highlights the role that teachers or trainers and other stakeholders play in providing their sense of concern as a basis for the development and transfer of life skills.

Considering the development of adolescents and the improvement of adolescents, this has highlighted the need for quality youth, one of the right programs as an effort and development solution for adolescents is to use sports for development and growth of life skills(Chinkov & Holt, 2016).). In this case, efforts need to be made to develop life skills for teenagers, one of which can be developed through learning in schools where it becomes a forum for students' efforts to develop their potential in the field of sports. The task of this activity is to plan, implement and develop learning activities that can help students have life

skills to maintain positive relationships both for individuals and with other individuals. In addition, it is able to overcome any problems that come up properly and effectively and can build a young generation of character.

METHODS

Their search and development method used in this research refers to the stages developed by Borg and Gall (2007). The research stages used are limited to 6 stages, namely, research and information gathering, Development Planning, Life Skill Life Skill Development, Revised validation results, Small Group field trials, Revision of test results / final product.

Participants

Participants in the implementation of this study were tested on 30 students of SMP NU Darul Ma'arif Kaplongan on products that had been revised from the results of expert evaluations, then after completing the trials students filled out questionnaires about the learning that had been done.

Sampling Procedures

The procedure for the stages of the research that will be carried out is as follows:

1. Research and information collection
Overall there are four things that want to reveal author through preliminary research analysis, namely wanting to obtain about: (1) The sources used by students and teachers in sports activities in learning basketball games in schools, (2) the process of learning the game of basketball in schools, (3) facilities and infrastructure for learning the game of basketball in schools, (4) the importance of developing life skills that are applied in sports activities in

learning the game of basketball in schools.

2. Planning for Development Life Skill
Based on the results of the research and gathering information, the next step is to design the development of life skills in school sports activities. At this stage, the researcher conducts a literature review from the results of previous studies and produces stages of development activities and life skills.
3. Development Life Skill
The initial model stages of learning school sports activities are carried out when learning the basketball game is presented in the form of a lesson plan (RPP). At this stage a validation test is carried out by expert judgment using a questionnaire instrumentor LSSS for the Life Skills Scale for Sport (Life Skills Scale for Sport) made by Cronin & Allen (2017) which contains 8 components of life skills, namely, teamwork, goal setting, time management, intrapersonal communication, social skills, leadership, problem solving and decision making. Aspects that are validated are activities at each stage of learning and content validation. The Product resulting in the form of RPP with the implementation of development life skill.
4. Revision of validation results
From the validation results, the researcher received input and suggestions that were used to make improvements to those that had been developed.
5. Small Group Field Trial
At this stage, the revised product from the expert evaluation results was then tested on 30 students of

SMP NU Darul Ma'arif Kaplongan. After completing the test, the students filled out a questionnaire about the learning that had been done. The purpose of this small-scale trial is to find out the initial response of the product developed to 30 people, then revisions are made as an improvement from the product that has been tested.

6. Revision of trial results / final product
After analyzing the product results from expert evaluations that have been tested on a scale (producing a final product).

Materials and Apparatus

In this study, the instrument used was the LS test questionnaire Life Skills Scale for Sport () made by Cronin & Allen (2017) which contains 8 components of life skills, namely, teamwork, goal setting, time management, and intrapersonal communication, social skills, leadership, problem solving and decision making. Aspects that are validated are activities at each stage of learning and content validation. The resulting product is in the form of RPP with the implementation of development life skill.

Procedures

The results of this research and development are in the form of an RPP (Learning Implementation Plan) for Physical Education in Sports and Health by inserting the application of life skills or life skills in sports activities at school in learning the game of basketball, namely in the basic movement material of Passing, Dribbling, Shooting, for students class VII. This study uses the method developed by Borg & Gall (2007) which has been modified, because in terms of the research steps it can be used in research to be carried out. The procedures for these steps are: (1) research and information

gathering, (2) development planning Life Skill, (3) development Life Skill, (4) final validation revision, (5) small group field trial (6) results revision trial/final product. This study aims to determine the results of Development Life Skills Through School Sports Activities that can be used by Teachers when Learning Physical Education in Sports and Health, because in physical education learning does not only rely on aspects of skills but needs to be applied from other aspects such as cognitive aspects and affective aspects that It is also necessary to support learning, especially in this physical education learning.

Data Analysis

The description of Research and Development Results are:

1. Research and information collection
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2. Planning for Development Life Skill
Based on the results of the research and gathering information, the next step is to design the development of life skills in school sports activities. At this stage, the researcher conducts a literature review from the results of previous studies and produces stages of development activities and life skills.

3. Development Life Skill

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4. Expert Validation

In making the initial product of the RPP (Learning Implementation Plan) there were several inputs from curriculum experts and material experts for improvement. Input from curriculum experts provides suggestions for improvement, namely 1) paying more attention to the indicators with adjusted learning objectives, so that they can be used as a benchmark for learning achievement for each meeting 2) the learning material is more clarified by being given detailed information so that the learning material is easy to understand, 3) learning resources must have sources from other books related to the development of life skills in sports activities, 4) the

division of the duration of time at the core of activities is adjusted to their respective portions, 5) there are also material experts who provide suggestions for improvement, namely 1) before being tested, replacing the game with an easy level to a more difficult one, 2) explanations in the core activities for inserting life skills were further explained, 3) paying more attention to the writing of syllables, from some suggestions and input from curriculum experts and material experts the researchers conducted repair according to what was notified below t is an improvement in the initial product evaluation from curriculum experts 1) adjusting indicators with learning objectives, 2) providing detailed explanations on learning materials, 3) providing other sources on the insertion of life skills into sports activities, 4) adjusting the duration of time according to their respective portions -each (60 minutes core activity divided: practicing teaching materials: 15 minutes, problem determination with the development of life skills: 15 minutes, problem solving with inserted life skills 30 minutes of, 5) given pictures and descriptions to make it clearer. Then for the material expert, the following improvements were made to the initial product evaluation from the material expert, namely 1) changing the game from an easy level to a more difficult one, 2) explaining the core activities on the application of life skills further, 3) being more careful in writing syllables.

The assessment of the overall feasibility of the RPP was also assessed by experts including:

Table 1. The score of the quality assessment of the expert validation tool

No.	Category	Score
1.	Very Poor (SK)	1
2.	Less (K)	2
3.	Fairly Good (CK)	3
4.	Good (B)	4
5.	Very good (SB)	5

Table 2. RPP Quality Assessment Categories and Teacher Responses

No.	Category	Score
1.	0% - 20%	Very Poor
2.	20.1% - 40%	Less
3.	40.1% - 60%	Enough
4.	60.1% - 80 %	Good
5.	80.1% - 100%	Very Good

Table 3. Feasibility Value of RPP

No	Name	Average	Category
1.	Expert 1	88 %	Very good
2.	Expert 2	85.5%	Very good
3.	Expert 3	79.3 %	Good

Based on the table above, the average obtained by expert 1 is 88% which means "very good", the percentage value obtained by expert 2 is 85.5% which means "very good", while the average obtained from expert 3 which is 79.3% which means "good" thus the overall average score of the experts shows a score of 84 which means "very good" so it is feasible to do a small-scale trial.

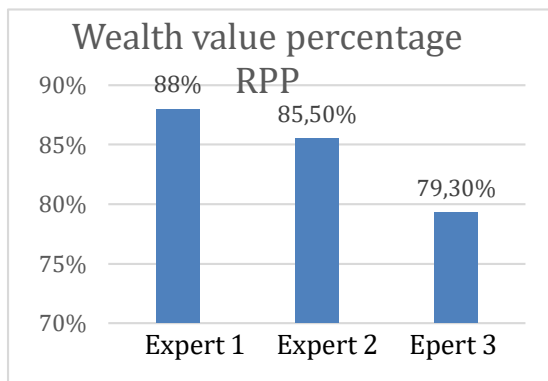


Figure 1. Percentage of RPP Feasibility Value from experts

Based on the assessments given by curriculum experts and material experts, it shows that the RPP (Learning Implementation Plan) is **feasible** for small-scale trials.

5. Small-Scale Trial

In this small-scale trial the researcher took 1 class, namely class VII G to serve as research. In this small-scale test, the teaching method is the same as the teacher in general, only slightly different in the application of the teaching used. Researchers use development Life Skill, at the time of implementation of the lesson development is inserted Life Skill in learning the game of basketball. Taking scores for small group trials, namely

The Development Product Draft Life Skill Revised and Validated

- a. Phase I, where students can carry out specific motion learning activities for basketball games such as the basic motion of throwing a ball, then planting components from Life Skills regarding (Teamwork) or cooperation, (Goal Setting) or goal setting, (Time Management) or management time
- b. Phase II, where students can practice specific forms of motion learning activities such as throwing and catching a ball, then implementing the inculcation of components of Life Skills regarding emotional skills (emotional skills), Interpersonal Communication (Interpersonal Communication), Social skills (social skills).

c. Stage III, where students can carry out motion learning activities such as dribbling, passing, catching and entering the ball, Explanation of Material Life Skill on Leadership (leadership), Problem Solving and Decision Making (problem solving and decision making), Simple basketball playing activities and filling out a questionnaire or questionnaire life skills.

4. Revision of results test/ final product
After testing on a small scale of 20 students, the next step is to determine the results of the trial / final product. From the results of the questionnaire life skills that has been developed to students, totaling 20 respondents, then the data is processed and shows the following percentages:

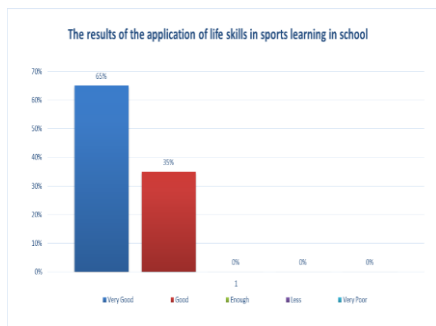


Figure 2. Development Results Life Skill On Learning Sports in Schools

From the results of developing life skills through sports activities in schools, the results were in the 'very good' category or from 13 respondents having a percentage of 65%, then in the 'good' category or from 7 respondents having a percentage of 35%, and in the 'enough, less, and very poor' category does not exist or 0%.

The results of recapitulation of 20 respondents value can be presented in the following table:

Table 4. The average development life skill

No	Value	Average	Category
1.	The lowest value	80	Good
2.	The highest value	90	Excellent
3.	value of the Total respondents	84	Very Good

Based on the table above, the lowest average score is 80 which means "good", the percentage of the highest average value is 90 which means "very good", and the overall average value of 20 respondents shows a score of 84 which means "very good". "So it can be concluded that after students carry out learning activities and based on the questionnaire data that has been filled in, it can be said that the results of implementing life skills in sports activities at school are "very good".

RESULTS

The presentation of the results of the discussion, in (Agustin, 2019) according to Kendellen et al., (2016) there is a need to develop a learning program for teachers which can later help in understanding how to create a structured program in a planned manner in a lesson. So that the results of this study can be used especially in the development of sports pedagogy by contributing to a future curriculum that a planned structured program can develop life skills students', especially in this study, namely using the treatment of development programs (2008) life skills through school sports activities, in (Agustin, 2019) Bean & Forneris (2016) showed that planned structured programs scored higher on program

quality and positive youth development than unplanned structured programs, with planned sports program scores significantly higher on several measures of program quality and development youth positive. For this reason, it is necessary to introduce how children understand sports and develop life skills, with the implementation of this research, it is hoped that the Development of Learning Implementation Plans using the application of life skills can become a teacher's learning reference to be able to develop the making of Learning Implementation Plans (RPP). The final product of this research is a Learning Implementation Plan (RPP) product with the implementation of life skills through sports activities. The product criteria produced are in the presentation feasibility aspect which includes 6 points, namely, (1) identity, (2) indicators and learning objectives, (3) material selection, (4) selection of learning approaches, (5) suitability of learning activities with development. Life Skill and (6) learning resources with an overall average value of 84% which means "very good" besides that the overall average value of 20 respondents shows a score of 84 which means "very good" so that it can be concluded after students carry out learning activities and based on data questionnaire that has been filled in, it can be said that the results of implementing life skills in sports activities at school are "very good" and suitable for use.

Based on the facts in the field and data analysis and supported by relevant research, the researchers found that through the development of life skills, they can help and support the process of sports activities in schools, because this method has a positive impact and provides excellent improvement, thus being able to continue to grow. life skills. In addition, this research can help and be a specific reference for physical education teachers

and readers in general, that in the implementation of learning the right way is needed and is given systematically in a structured and planned manner, in the application of developing life skills through sports activities is an appropriate way and effective in improving life skills gained from sporting activities.

DISCUSSION

Discussion should relate the results to current understanding of the scientific problems being investigated in the field. The discussion section provides an opportunity to critically assess the findings of other studies.

CONCLUSION

Based on the results of data processing and analysis as well as the tests that have been carried out, a product can be produced, namely the Learning Implementation Plan (RPP) with the implementation of life skills through sports activities. The product criteria produced are in the presentation feasibility aspect which includes 6 points, namely, (1) identity, (2) indicators and learning objectives, (3) material selection, (4) selection of learning approaches, (5) suitability of learning activities with development. Life Skill and (6) learning resources where the achievement of the product has an overall average value of 84% which means "very good" besides that the average value of the overall results of 20 respondents shows a score of 84 which means "very good" so that it can be concluded after students carry out activities learning and based on the data questionnaire that has been filled in, it can be said that the results of implementing life skills in sports activities at school are "very good" and suitable for use.

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For future researchers, this research can help and support development efforts and solutions for adolescents, namely as a reference that needs to be done for the development of life skills, such as can be developed through learning in schools where it becomes a forum for students' efforts to develop their potential in the field of sports. . The task of this activity is to plan, implement and develop learning activities that can help students have life skills to maintain positive relationships both for individuals and with other individuals. In addition, it is able to overcome any problems that come up properly and effectively and can build a young generation of character.

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