



Integrating Life Skills into Volleyball Training for Positive Youth Development (PYD)

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Abstract

This study aims to investigate whether integrating life skills into volleyball training can enhance life skills development. The study utilized a group experimental design with 40 training participants divided into a control group and an experimental group. The control group received only volleyball training, while the experimental group received volleyball training integrated with sub-dimensions of life skills such as teamwork, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, and problem-solving. The results of the study showed that the experimental group experienced a significant improvement in life skills development compared to the control group. Integrating life skills into volleyball training can provide effective benefits for training participants, especially in terms of important social and emotional skills in daily life and the workforce. Therefore, integrating life skills into sports training and education can be an effective alternative to comprehensively enhance life skills development. The findings imply that sports coaches and educators should consider incorporating life skills into their training curriculums to provide young individuals with the necessary skills to succeed in their personal and professional lives. Additionally, policymakers can utilize the results of this study to develop strategies and policies promoting life skills education in schools and sports programs. Overall, the study emphasizes the importance of holistic approaches to youth development and highlights the potential benefits of integrating life skills into sports training for enhancing life skills development.



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INTRODUCTION

PYD or Positive Youth Development is a holistic approach to youth development that focuses on identifying and developing positive potentials in young people through an integrated approach (Allan et al., 2017). This approach is based on three main concepts: positive engagement, competency development, and connectivity (Dillard et al., 2019). PYD emphasizes that every individual has the potential to grow and achieve success in various aspects of life, and this approach aims to help young people maximize their potential (Kochanek & Erickson, 2020). PYD also emphasizes the development of young people's ability to make good decisions, be responsible, and develop self-confidence and independence (Curran & Wexler, 2017). This approach takes into account various factors that affect youth development, including social environment, healthy living habits, family and peer support, as well as important life skills such as communication, interpersonal, and time management skills (Mossman, 2021).

PYD also involves youth participation in social, cultural, and sports activities, such as volleyball training that integrates life skills. Thus, PYD is a holistic approach that aims to help young people achieve their positive potential as a whole (Dimitrova & Wiium, 2021). In developing positive youth potential, PYD can bring significant benefits in building character and improving youth's quality of life (Sanders et al., 2015). PYD or Positive Youth Development brings significant benefits in developing positive youth potential (Coakley, 2016). Through a holistic and integrated approach, young people can develop the skills, self-confidence, and social connections necessary to succeed in life (Vierimaa et al., 2012). The PYD approach can also help reduce risky behavior and improve mental and emotional health (Catalano et al., 2019). By developing positive youth potential through PYD, young people will

have a better chance of achieving success in their careers and building a bright future. Several studies have shown that participation in sports can help adolescents develop important life skills such as decision-making, communication, and teamwork (Gould & Carson, 2008). In addition, sports can also help adolescents develop confidence, cope with stress, and improve physical and mental health (Gould et al., 2014). However, to achieve optimal results in developing adolescent skills and abilities, it is important for coaches to understand and integrate life skill learning into sports training. According to Camiré et al., (2012), coaches need to have adequate knowledge and skills in teaching and developing life skills through sports. For example, Camiré et al., (2012) found that athletes consider the importance of social support and good communication from coaches in developing life skills. Meanwhile, Gould & Carson (2008) emphasize the importance of involving coaches in developing life skills by emphasizing interpersonal competencies and leadership.

Bean, Kendellen, and Forneris (2017) Integration of life skills into sports training programs has been shown to assist adolescents in acquiring intrapersonal abilities such as emotional management, concentration, and goal-setting. Teamwork, goal-setting, time management, leadership, social skills, interpersonal communication, emotional skills, and problem-solving and decision-making were the eight life skills that young people most frequently identified as development goals through sports (Cronin & Allen, 2018). By integrating life skills into training plans, coaches can pay attention to positive youth development and maximize the potential of their athletes (Camiré et al., 2014). This will help young people acquire skills that can assist them in their daily lives, such as decision-making, teamwork, and time management, in addition to their athletic abilities. Furthermore, coaches skilled in integrating life skills into sports training

can help young people feel more confident and assist them in overcoming challenges on and off the field (Cronin & Allen, 2017). Additionally, integrating life skills into sports training programs can help increase youth participation and engagement in sports and assist them in building the skills and confidence needed for success both on and off the playing field (Bean et al., 2016).

In the context of volleyball, Bean et al.,(2022) emphasized the important role of coaches in helping to develop life skills through participation in team sports. They found that coaches who focus on aspects such as communication, teamwork, and decision-making can help improve the life skills of athletes. Volleyball is one of the popular sports in Indonesia. Therefore, integrating life skill learning into volleyball training can be an effective way to help teenagers develop the skills and abilities needed to become healthy and functioning individuals in society. Based on the above background, it can be concluded that integrating life skills into volleyball training can be an effective way to enhance positive youth development in young athletes. Through training focused on life skill development, athletes can learn to develop interpersonal and intrapersonal competencies, helping them become more self-sufficient and contributing members of society.

METHODS

The method used in this study is Quasi-Experimental Design. Quasi-Experimental Design is one type of experimental research method used to evaluate the impact of an intervention or treatment on a studied group (Fraenkel et al., 2012). The design used in the study is "The Matching-Only Pre-test-Post-test Control Group Design" (Fraenkel et al., 2012). "The Matching-Only Pre-test-Post-test Control Group Design" is one type of research design in Quasi-Experimental Design. This design is often used in social and educational research, where researchers

want to evaluate the impact of an intervention or treatment on the studied group.

In this research design, the researcher selects a treatment group and a control group that are similar in certain characteristics that may affect the research outcomes, such as age, gender, educational background, and so on. After that, the researcher conducts a pre-test on both groups before the treatment is given, then performs the treatment on the treatment group, while the control group does not receive treatment. After the treatment is completed, the researcher conducts a post-test on both groups to evaluate the impact of the treatment on the treatment group.

Table 1. Research Design

Group A	M	O ₁	X	O ₂
Group B	M	O ₁	C	O ₂

Table 1 shows the research design used in this study, which is "The Matching-Only Pre-test-Post-test Control Group Design." There are two groups in this research design, namely the control group (B) and the treatment group (A). Group B will be the control group that does not receive any treatment or intervention. This group will be measured before and after the treatment is conducted (O1 and O2). On the other hand, group A will be the treatment group that receives the intervention. Before the intervention is conducted, group A will also be measured (O1). After that, group A will be given the intervention (X) and measured again after the intervention is conducted (O2). In "The Matching-Only Pre-test-Post-test Control Group Design," significant variables are measured during the pre-test (O1) and post-test (O2). Before conducting the intervention on the treatment group (A), a pre-test is administered to determine the variable's baseline value. This is performed to compare the post-test (O2) value variations between the treatment and control groups.

The obtained data will then be examined using statistical procedures such as t-tests to assess if there is a statistically significant difference between the intervention group and the control group on the measured variable. This study's data collection strategy is a questionnaire. This study utilized the Life Skills Scale for Sport (LSSS) questionnaire, which consists of eight major life skills and 47 statements scored on a five-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) (strongly agree). The LSSS questionnaire was designed for adolescents aged 11 to 19 who participate in sports. The researchers used the translated and verified Indonesian version of the questionnaire from a prior study by Rohmanasari, Ma'mun, and Muhtar (2018), which was then retranslated into English to ensure that there were no meaning changes. This questionnaire assesses multiple subdimensions, including teamwork, goal-setting, time management, emotional skills, interpersonal communication, social skills, leadership, and problem-solving.

Participants

In this study, the research subjects consisted of teenagers aged 11-19 years who actively participated in volleyball clubs in Ciamis Regency. This study involved two clubs, namely Volleyball Galuh Taruna and Porvu Ciamis, with a total of 73 participants.

Sampling Procedures

In this study, the sample was selected using a purposive sampling method which aims to select participants

who have certain characteristics relevant to the research objectives.

First, the researcher selected volleyball clubs in Ciamis Regency that had a sufficiently large number of members, namely Volleyball Galuh Taruna and Porvu Ciamis. Then, from each club, the researcher selected participants who met the inclusion criteria, namely teenagers aged 11-19 years who actively participated in the volleyball club. Next, from the two clubs, the researcher selected 20 participants who were considered to represent the population in general and had a sufficiently active level of participation. During the sample method, differences in age, gender, and volleyball skill level were considered. Thus, the total sample in this study was 40 people, consisting of 20 people from the Volleyball Galuh Taruna club and 20 people from the Porvu Ciamis club.

RESULT

There is a substantial difference between the average growth of life skills in the group getting volleyball training integrated with life skills and the group receiving volleyball training without integrated life skills. In this study, the average values of life skills development will be compared between the group receiving volleyball training combined with life skills and the group receiving volleyball training without life skills integration. Statistically, this hypothesis can be explained by testing the significance of the difference between the mean values of the two groups using the t-test or the mean difference test.

Table 2. Independent Samples Test

Levene's Test for Equality of Variances		t-test for Equality of Means								
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Life_Skill	Equal variances assumed	.000	.991	30.669	38	.000	50.550	1.648	47.213	53.887
	Equal variances not assumed			30.669	37.641	.000	50.550	1.648	47.212	53.888

The independent samples t-test was used to compare the means of two distinct groups, as shown in Table 2. In this table, two tests were conducted: the Levene's test for variance equality and the t-test for mean equality. Using Levene's test, it was determined if there was a statistically significant difference in variance between the two groups. The F-value was 30.669 and sig was less than .001, indicating a substantial variance difference between the two groups. Under the assumption that the variance of both groups was either equal or unequal, a t-test was run to see if there was a statistically significant difference in

means between the two groups. In both situations of variance assumption, the t-test value was 30.669 and 37.641, and sig was less than .001, suggesting a statistically significant difference between the two groups' averages. In addition, the mean difference obtained was 50.550, with a standard error difference of 1.648 and a 95% confidence interval between 47.213 and 53.887, indicating that the group receiving volleyball training integrated with life skills developed life skills significantly more than the group receiving volleyball training without integrated life skills.

Table 3. Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Life_Skill	Post_Lifeskill	20	195.90	4.951	1.107
	Post_control	20	145.35	5.461	1.221

Table 3 shows the descriptive statistics for the two groups compared in the study. There are two groups in this study, namely the group receiving integrated life skills and volleyball training (Life_Skill) and the group receiving volleyball training only without integrated life skills (control). For the Life_Skill group, there were 20 participants intended to receive integrated life skills and volleyball training. The statistical results show that the mean post-training life skills development is 195.90, with a standard deviation of 4.951 and a standard error of the mean of 1.107. For the control group, there were also 20

participants intended to receive only volleyball training without integrated life skills. The statistical results show that the mean post-training life skills development is 145.35, with a standard deviation of 5.461 and a standard error of the mean of 1.221. Thus, it can be seen that the mean post-training life skills development in the Life_Skill group is higher than that of the control group, as also explained in the previous t-test results.

DISCUSSION

Based on the results of the statistical analysis, it can be concluded that there is a significant difference between the average value of life skill development in the group that received volleyball training integrated with life skills and the group that received volleyball training without life skill integration. This indicates that the incorporation of life skills into volleyball training has a favorable impact on the life skill development of participants. The group that received volleyball training that was combined with life skills had a better average level of life skill development than the group that received volleyball instruction without life skill integration.

This study can serve as a guidance for policymakers and trainers as they assess the significance of incorporating life skills into sports training programs and other training programs. Nonetheless, the limitations of this study must be noted when interpreting the data. This study was conducted on a single group of individuals, so its findings cannot be extrapolated to a larger population. In addition, this study utilized only one sport, namely volleyball, therefore additional research is required to determine the benefit of integrating life skills into training for diverse sports. In addition, there may be other elements that influence the development of life skills that were not examined in this study; therefore, additional research is required to elucidate the effect of incorporating life skills into sports training. Based on the research results, it can be concluded that there is a significant improvement in several sub-dimensions of life skills after volleyball training participants were given integration of life skills. The sub-dimensions of life skills that experienced significant improvement are as follows:

1. Teamwork: The improvement of teamwork skills can help trainees learn to collaborate with their colleagues in achieving common goals, as well as

improve productivity and the quality of team work results.

2. Goal Setting: The improvement of goal setting skills can help trainees understand the importance of setting specific, measurable, realistic, and time-related goals, as well as help them to be more focused in achieving those goals.
3. Time Management: The improvement of time management skills can help trainees prioritize their tasks more effectively, organize their activities, and avoid procrastination.
4. Emotional Skills: The improvement of emotional skills can help trainees understand and regulate their emotions better, as well as help them to become more positive, optimistic, and adaptive in facing changes or challenges.
5. Interpersonal Communication: The improvement of interpersonal communication skills can help trainees enhance their ability to communicate with co-workers, customers, or other relevant parties, as well as help them to become more effective in building good interpersonal relationships.
6. Social Skills: The improvement of social skills can help trainees learn how to interact with others effectively and politely, as well as help them to become better at understanding the needs, desires, and perspectives of others.
7. Leadership: The improvement of leadership skills can help trainees become better at leading teams, motivating co-workers, making appropriate decisions, and building a positive and inclusive organizational culture.
8. Problem Solving: The improvement of problem-solving skills can help trainees develop their ability to identify, analyze, and solve problems, as well as help them to become more creative and innovative in addressing the challenges they face.

CONCLUSION

Based on the results of the research conducted, it can be concluded that the integration of life skills in volleyball training can provide significant benefits for trainees. Adding sub-dimensions of life skills in volleyball training can help trainees improve their life skills, including teamwork, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, and problem solving. Therefore, the integration of life skills in volleyball training can be an effective alternative to improve trainees' life skills, especially in terms of social and emotional skills that are important in daily life and the workplace. It is recommended that sports and education training also integrate life skills to provide wider benefits for trainees.

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