



Coaching and Development of Volleyball Based on Social Skills for Positive Youth Development

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Abstract

The holistic approach to developing volleyball skills that incorporates social skills is essential in shaping the character and life skills of young athletes. Social skills such as cooperation, communication, and trust not only impact performance on the field but also shape the morals and values of participants beyond sports. The roles of coaches, teachers, and educators are crucial in guiding students in the world of sports. This study utilized the Quasi Experimental Design "The Matching Only Pretest Posttest Control Group," comparing the treatment group receiving volleyball training integrated with social skills against the control group receiving conventional training. The research aimed to evaluate the impact of integrating sports values on participants' understanding of these values in the context of sports. The research findings indicate that volleyball training integrated with social skills significantly positively impacted the participants' social skill development. Practical recommendations include strengthening cooperation through regular exercises and evaluations, enhancing verbal and nonverbal communication skills, promoting empathy and appreciation for differences, focusing on collaboration within the team, and providing specific training to build trust among team members. Integrating these aspects into sports training programs not only enhances athletes' performance but also equips them with profound social skills. Coaches must take a proactive role as role models, creating youths who are not only skilled in sports but also possess strong social skills. This approach provides a solid foundation for the development of successful athletes and valuable individuals in society.



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INTRODUCTION

Positive Youth Development (PYD) is an approach to youth development that emphasizes efforts to help young people grow and develop in a holistic and positive manner (Agans et al., 2016; Lerner et al., 2021; Turnnidge et al., 2014). PYD focuses on nurturing the potential of youth, fostering independence, cultivating positive social relationships, engaging in constructive activities, and building strong self-esteem (Gomez-Baya et al., 2020; Holt et al., 2017; Nicholas L. Holt, 2016). Its primary goal is to reduce the risks of negative behaviors while increasing the likelihood that young people will become positive contributors to society (Hawkins & Weis, 2017). This approach recognizes that youth are valuable resources with the potential to make a positive impact on their communities (Hemphill et al., 2018).

Social skills, also known as interpersonal skills, refer to a set of abilities that enable an individual to interact and communicate effectively and appropriately with others in various social situations (Koponen et al., 2019; Øzerk et al., 2021). Social skills encompass various aspects, including the ability to speak and listen well, read facial expressions and body language, show empathy, resolve conflicts, work within groups, and build healthy relationships (Alberti & Emmons, 2017; Hargie, 2021). Good social skills can help a person build strong interpersonal relationships, avoid unnecessary conflicts, and succeed in various social contexts, such as the workplace, within the family, or in friendships (Hargie, 2021). These are crucial skills for an individual's success and personal well-being in daily life (Tripathy, 2020). Social skills can be taught and improved through education, practice, and social experiences (Lee et al., 2018; Miller & Bugnariu, 2016). The explanation of the five dimensions of social values as described by

Ma'mun (2016) aligns with the importance of these aspects in understanding how individuals interact in society. First, cooperation is the ability to work together with others to achieve common goals, requiring effective cooperation and communication. Communication is key in conveying messages clearly and active listening, while connecting with others involves the ability to form positive interpersonal relationships (Garg, 2023; Thompson, 2020). Furthermore, teamwork requires collaboration and trust within a team, and trust is an important foundation in strong social relationships (Costa et al., 2018; Hakanen et al., 2015; Salas et al., 2015). By applying these values in everyday interactions, we can build more positive, productive, and meaningful relationships with others and support personal development and the overall well-being of society (Desmet & Pohlmeier, 2013; Farmer et al., 2016; Verduyn et al., 2017).

The construction and development of volleyball sports based on social skills is an approach that integrates social skills aspects into the training and development process of volleyball athletes. This approach recognizes the importance of not only developing the physical and technical abilities of athletes but also strengthening their abilities to interact with teammates, coaches, and opponents. Coaches, teachers, and educators play crucial roles in shaping the development of learners. Coaches are responsible for guiding athletes in sports, teaching skills, and fostering character development. Teachers provide formal education in the classroom, design engaging learning experiences, and create a positive learning environment. Educators, with a broader role, shape the character, morals, and values of learners beyond the curriculum. The collaboration among these three entities creates a positive learning environment and supports the success of learners in various aspects of life.

Recent research highlights the importance of values development in sports. Coaches should explicitly teach sports values, not just implicitly. Research by Kendellen et al. (2017) indicates that emphasizing social skills in sports can help learners understand and internalize these values. With a directed approach, learners can better navigate life's challenges. This research will compare two groups of youth: one receiving volleyball training with integrated social values, and the other receiving regular volleyball training. The aim is to assess the impact of integrating sports values on learners' understanding of these values within the context of sports.

METHODS

The research method applied in this study is Quasi-Experimental Design. Quasi-Experimental Design is one of the approaches in experimental research used to assess the effects of an intervention or treatment on the groups that serve as research subjects (Fraenkel et al., 2012). In this research design, we are utilizing "The Matching-Only Pre-test-Post-test Control Group Design," which is a type of design within the Quasi-Experimental Design framework (Fraenkel et al., 2012). This design is commonly employed in social and educational research, where researchers aim to evaluate the impact of an intervention or treatment on research subjects.

In the process, the researcher selects a treatment group and a control group with similar characteristics in certain aspects that could influence the research outcomes, such as age, gender, educational background, and so forth. Before administering the treatment, the researcher conducts a pre-test on both groups to measure their initial conditions. Subsequently, the treatment group receives the intervention, while the control group does not receive the treatment. After the treatment is completed, the researcher performs measurements again with a post-test on both groups to assess 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 depicts the research design utilized in this study, which is "The Matching-Only Pre-test-Post-test Control Group Design." In this design, there are two groups, namely the control group (B) and the treatment group (A). Group B serves as the control group that does not receive any treatment or intervention. They will be measured at two time points: before the treatment (O₁) and after the treatment (O₂) is administered. On the other hand, Group A acts as the treatment group that will receive the intervention. Before the intervention is implemented, Group A is also measured at the initial time point (O₁). Subsequently, they will undergo the intervention (X) and be measured again after the intervention is completed (O₂).

Data collection in "The Matching-Only Pre-test-Post-test Control Group Design" is conducted by measuring relevant variables at the pre-test (O₁) and post-test (O₂) time points. Before the intervention is administered to the treatment group (A), the pre-test is crucial to obtain baseline data on the variables to be measured. The primary goal is to compare the differences in values at the post-test (O₂) between the treatment group and the control group. The collected data will be analyzed using the t-test statistical method to assess whether there is a significant difference between the treatment group and the control group in the variables measured after the intervention is carried out. The data collection method employed in this research is through a questionnaire. The questionnaire used in this study focuses on measuring social skills and consists of six main indicators, each with several sub-indicators that make up a total of 21 sub-indicators. In this questionnaire, there are a total of 53 statements carefully designed to measure various relevant aspects of social skills within the research context. This instrument was meticulously

constructed, and then statements in the questionnaire encompass a variety of social situations or contexts relevant to the social skills aspects being measured. The questionnaire will be used to gather data from respondents, both from the treatment group and the control group. The results will subsequently be analyzed to assess the level of social skills in both groups and the impact of the intervention on the development of students' social skills.

Participants

In this study, the participants consisted of teenage individuals aged between 11 and 19 years who were actively involved in extracurricular volleyball activities. The research was conducted in two educational institutions, namely SMA Negeri 7 Tasikmalaya and SMK Negeri 2 Cipatujah, with a total of 73 participants.

Sampling Procedures

In this study, the sample was selected using a purposive sampling method with the aim of choosing research participants who possess specific characteristics relevant to the research objectives. Initially, the researcher selected SMA Negeri 7 Tasikmalaya and SMK Negeri 2 Cipatujah as two educational institutions that had large volleyball extracurricular groups. Then, from each institution, the researcher chose research participants who met the inclusion criteria, namely teenagers aged 11-19 years who

actively participated in the volleyball extracurricular groups at these institutions. Subsequently, from these two institutions, the researcher selected 20 research participants from each institution who were considered representative of the general population and had sufficiently active participation levels. The sample selection process took into account variations in age, gender, and skill level in playing volleyball. Thus, the total sample size in this study was 40 individuals, comprising 20 from SMA Negeri 7 Tasikmalaya and 20 from SMK Negeri 2 Cipatujah.

RESULT

The hypothesis of this study is as follows: H0: There is a significant difference in the average progress of social skills in the group receiving volleyball training integrated with social skills compared to the group receiving volleyball training without integrated social skills. In this hypothesis, the research will compare the average social skills development between the group receiving volleyball training integrated with social skills and the group receiving volleyball training without integrated social skills.

In statistical terms, this hypothesis can be stated by testing whether there is a significant difference between the average scores of the two groups. This can be done through statistical analysis techniques such as t-test or mean difference test.

Table 2

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error mean
Gain score	Eksperimen	20	55.15	30.865	6.902
	Kontrol	20	21.00	36.149	8.083

This group's statistics provide information about two groups involved in the research: the experimental group and the control group. Both groups have an equal number of participants, which is 20

individuals. The average "GAIN SCORE" in the experimental group is 55.15, whereas in the control group, it is only 21.00. This indicates that the experimental group has a significantly higher average compared to the

control group. However, it is essential to note that the standard deviation in the experimental group is approximately 30.865, while in the control group, it is around 36.149, indicating a significant variation in the control group's data. The standard error of the mean in the experimental group is about 6.902, whereas in the control group, it

is around 8.083. This refers to the extent to which the sample averages reflect the overall population. Thus, the group's statistics portray that the experimental group shows a higher average than the control group, but it is crucial to consider the spread and standard error of the data in interpreting the research results.

Table 3.
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	
									Lower	Upper
Gain Score	Equal variances assumed	.465	.499	3.213	38	.003	34.150	10.629	12.633	55.667
	Equal variances not assumed			3.213	37.089	.003	34.150	10.629	12.616	55.684

This analysis is the result of statistical tests conducted to compare the two groups in the study: the experimental group (integrated social skills) and the control group (without integrated social skills) based on the growth scores ("GAIN SCORE"). First, the Levene's test was used to assess whether both groups have equal variances. The results showed that there is no significant difference in variance between the two groups. Next, the t-test was used to assess whether there is a significant difference in the means of the two groups. In both scenarios, assuming equal variances and unequal variances, the results indicated that there is a significant difference in the mean "Gain Score" between the two groups. This means that the effect of volleyball training integrated with social skills is significantly different from the group receiving volleyball training without integrated social skills. The significant t-value indicates that this difference is not due to mere chance. The mean difference between the two groups is approximately 34.150, with a 95% confidence interval between 12.633 and 55.667 (in the case of assuming equal variances) or between 12.616 and 55.684

(in the case of unequal variances). This indicates that training integrated with social skills has a positive impact on the social skills growth of the research participants.

DISCUSSION

In the discussion of findings indicating that volleyball training integrated with social skills has a significant positive impact on the participants' social skills development, we can formulate several recommendations related to the identified social skill indicators: Cooperation, Communication, Connection with Others, Teamwork, and Trust:

1. **Strengthening Cooperation:** This finding emphasizes that teaching and exercises in cooperation within the context of team sports are invaluable. In sports training, coaches can continually integrate exercises that promote cooperation among players. Regular evaluations can be conducted to monitor progress in cooperation.
2. **Enhancing Communication:** Effective communication is key in many aspects

of life, including sports. Training can prioritize the development of communication skills, including verbal and nonverbal communication. Exercises can focus on active listening, clear articulation, and using appropriate body language.

3. **Building Connection with Others:** This skill focuses on the ability to form and maintain healthy social relationships. In sports training, coaches can promote values such as empathy, appreciation for differences, and concern for teammates. This can help participants better understand and value others within and outside the team.
4. **Improving Teamwork Skills:** Teamwork is an essential element in team sports like volleyball. Training can concentrate on collaborative exercises among team members, sharing responsibilities, and contributing to achieving common goals. Emphasizing each team member's role and the importance of collective contribution can be highlighted in training.
5. **Strengthening Trust:** Trust forms the foundation of strong social relationships. Training can place specific emphasis on building and maintaining trust among team members. Trust-building exercises, such as making and fulfilling promises, as well as consistency in actions and commitments, can be part of the training program.

By integrating these aspects into sports training programs, we can assist research participants (and athletes in general) in developing not only as better sports players but also as individuals with robust social skills. Therefore, sports training can serve as a tool to prepare individuals for success in various aspects of life. To enhance the development of

social skills within the context of sports training, the following steps can be applied. First, it's crucial for coaches to take a more proactive role in developing participants' social skills. Coaches can undergo additional training to understand how to integrate social skills teaching into sports training. Additionally, continuous monitoring and evaluation should be part of the training program to measure progress in social skills.

Second, an integrated approach in sports training is key. This means that the development of social skills should be a natural part of technical training and gameplay situations. For example, coaches can emphasize player communication during matches to promote effective communication. Furthermore, it's important to provide specific guidance to participants who need extra assistance in developing particular social skills. This can be achieved through individual or small group training to ensure that all participants have an equal opportunity to develop.

It's also crucial to remember that coaches are not just technical instructors but also role models in the development of social values. Therefore, coaches should demonstrate values such as teamwork, integrity, and honesty in every aspect of their training. By taking these steps, sports training programs can create athletes who are not only skilled in sports but also individuals with strong social skills for success in various aspects of life.

CONCLUSION

The conclusion of this study is that volleyball training integrated with social skills has a significant positive impact on the participants' social skills development. Statistical analysis results indicate that the group receiving volleyball training integrated with social skills shows a

greater growth in social skills compared to the group receiving volleyball training without integrated social skills. This suggests that a holistic approach to social skills development in the context of sports can provide substantial benefits. In this context, social skill indicators such as cooperation, communication, connection with others, teamwork, and trust play a crucial role in participants' development. Training programs that reinforce these aspects can help participants cultivate strong social skills, which are valuable assets in their everyday lives.

Moreover, this conclusion has positive implications for designing more comprehensive sports training programs, where social skills development becomes an integral part of participants' experiences. This can contribute to creating athletes who are not only proficient in their sports but also possess robust social skills, aiding them in succeeding in various aspects of life. Thus, this research highlights the importance of a more holistic approach in sports education, where social skills development becomes a primary focus to support participants' overall development

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