



## DEVELOPMENT OF LIFE SKILLS THROUGH PHYSICAL EDUCATION IN POSITIVE YOUTH DEVELOPMENT

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### Abstract

Life skills are defined as the range of transferable skills that all people need to help the process develop in daily life. Most definitions of life skills comment on differences between positive youth development and Life Skills. Sports-based life skills programs seek to foster positive youth development by teaching and promoting life skills in a sporting context. This article is a literature study that aims to review the description of life skills through physical education transferring in daily life and becoming a medium and vehicle for research by experts to develop life skills in the context of positive youth development. The results in this article attempt to describe the various studies conducted, including: first, the development of life skills through physical education in the context of PYD; Second, Life Skills in the framework of PYD for the future through physical education. These findings can be used as an inspiration for further research developments in the world of sports.

**Keyword:** *Life Skills, Physical Education, and Positive Youth Development*

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### 1. INTRODUCTION

Physical education is carried out through physical activities which aim to educate students physically with physical activity learning materials which are carried out with games like sports. With this game, it can realize the goals of education through physical education, where the end of learning is students who are fully educated (physically, mentally, socially, emotionally) (Li, Lu, and Wang 2009). All youth in school participate physically in physical education programs.

Through physical education, teachers must be able to help students develop themselves, especially developing personalities and being able to interact well. It is not only participation in sports that can promote positive development but individual experiences in sports that may be an important factor in positive development (Papacharisis, Goudas, and Danish 2005). A large amount of literature by Gould & Carson (2008) has documented a variety of life skills that can be learned through sports participation, including goal setting, teamwork, leadership, communication, time management, and emotional control. (Gould and Carson 2008).

According to Forneris, Camiré, and Trudel (2012) Life skills are physical, behavioral, and cognitive abilities for adolescents to succeed in different environments. In addition, the researchers developed

an exercise program on the framework of positive youth development within the framework. Life Skills reflect the positive values of everyday life. Several recent studies have been conducted with the aim of identifying the greatest life skills needs of youth engaged in sports. For example, in a survey of secondary school coaches conducted by Gould et al. (2008) that failure to take responsibility for oneself and others, poor communication and listening skills, lack of motivation and work ethic are the three areas most adolescents need to develop.

Based on the description above, it is necessary to have an education pattern designed to equip each student with life skills. Steve Danish from the Life Skills Center from Virginia Commonwealth University, is one of the development of life skills among adolescents. On several occasions, Danish has discussed the results of his research with his colleagues. Danish and his colleagues have defined life skills as a skill that enables individuals to succeed in the different environments in which they live such as their school, home and environment. (S. Danish et al. 2004). Meanwhile, according to Cronin & Allen (2017) states that "such life skills are defined as skills needed to face the demands and views of daily life".

Sports psychology researchers have sought to better understand how exercise can promote positive youth development (PYD) Developmental psychology and have undertaken the development of a positive youth perspective (PYD) (Fraser-thomas, Cote, Deakin and Co 2007; Petitpas, et al., 2005). This concept has been used by working teachers and coaches to support the important role of sport and physical activity in fostering PYD (Bruner, Hillier, Baillie, Lavelle, Bruner, Hare, Lovelace, and Levesque, 2016).

Representing the concept based on Positive Youth Development (PYD), sport has also been identified as a favorable environment for promoting positive youth development, because sport can be used as a medium to increase competence and has a tremendous impact on improving positive youth life skills. , depending on how an environment that supports sport contributes to positive youth development (Danish, Forneris, and Wallace, 2005).

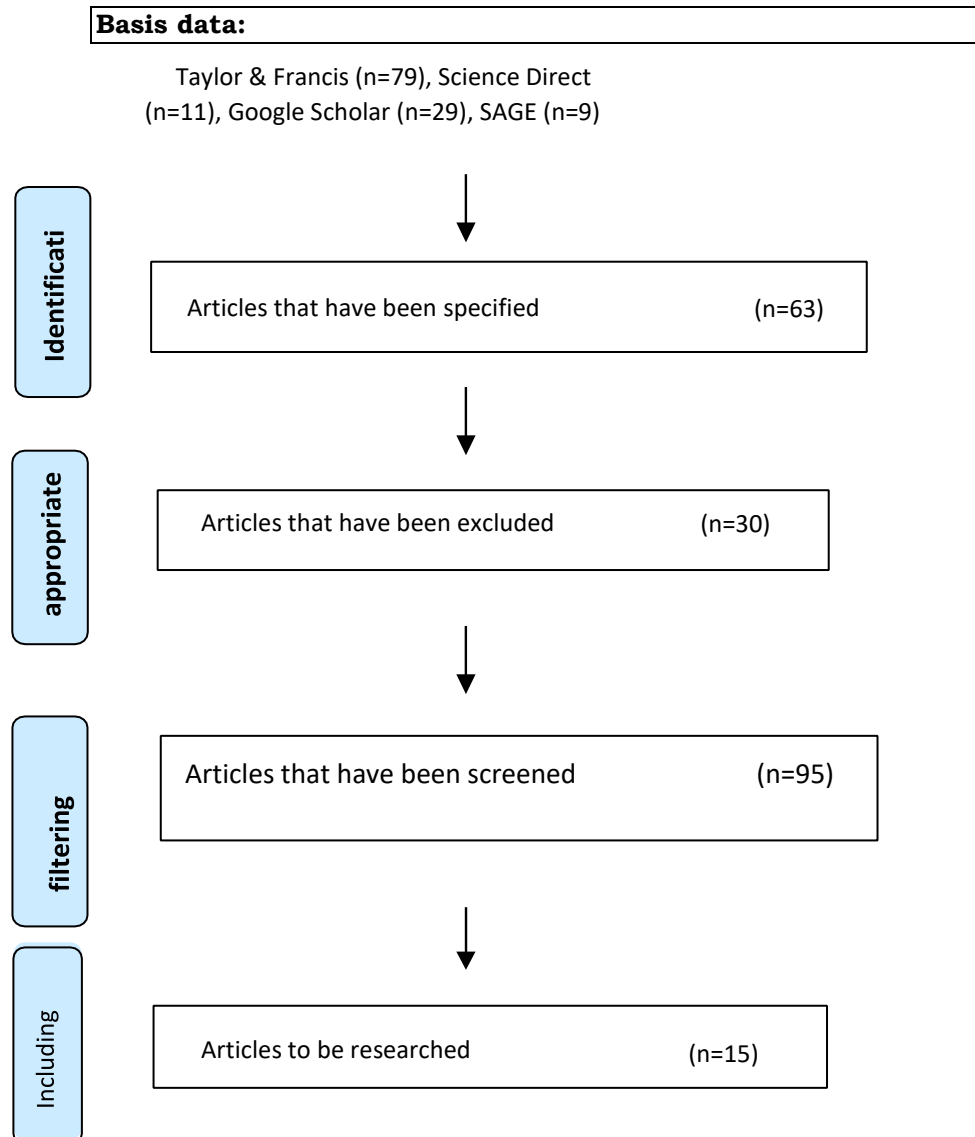
Based on the explanation above, it can be understood that it is important for an individual to have life skills. Having life skills can maintain a positive relationship between individuals. In addition, these students are trained to deal with problems that come to them effectively. Therefore, the researcher wants to know the impact that life skills can have by integrating life skills elements into physical education and sports. So that researchers are interested in reviewing the development of life skills through physical education in the context of Positive Youth Development.

## **2. METHODS**

This study uses a literature review method. Literature review is a method which is a literature review method that identifies, assesses, and interprets the work of research results and thoughts that have been produced by researchers and practitioners (Okoli & Schabram, 2010).

The study uses a literature review because it is currently not possible to conduct research directly during the current pandemic. It is hoped that by using this literature review, it is hoped that sports activities and physical education can develop life skills in the context of positive youth development.

Researchers collected data through databases such as the Taylor & Francis Journal, Scencedirect, and SAGE. After collecting data through the database, the researcher used the PRISMA (Preferre Reporting Items for Systematic Review and Meta Analysis) method, to get the desired article to be studied, which is described in Figure:



Looking at the study above, it can be concluded that the making of a Systematic Literature Review consists of 4 steps, namely: (1) identification of journals that will be included in the meta-analysis (2) selection, namely assessment of the quality of research reports, (3) abstraction, in the form of quantification of results. each study to be combined and (4) analysis, i.e. combining and reporting the results.

#### Data Analysis

The analyzed data is the data of the journal literature research results in the capture of four databases available are Taylor & Francis, SAGE, and Science Direct then researchers conducted analysis

### 3. RESULT

This research begins with a review of a number of literatures that can support the analytical approach. This chapter describes the overall research findings of how sports activities and physical education, in terms of life skills, have a deeper understanding of positive youth development. Conduct literature and journal studies related to reviews. A number of studies

Previous research has shown that sport is a context for encouraging the development of adolescent life skills (Gould and Carson 2008; Petitpas et al. 2005). However, there are findings about whether a deliberate or implicit approach should be taken by young people (Deakin, Fraser-thomas, and Côté 2005; Gould and Carson 2008; Turnnidge et al. 2014). The purpose of this study was to determine the perception of adolescent sports in developing life skills.

According to Gould et al (2007) the results of the analysis of the development of four themes: (a) Life skills are participation and transfer of sports just happens; (b) if handled intentionally, it is reactive; (c) The coach recognizes the value of purposefully teaching life skills; and (d) challenges associated with using an explicit approach to teaching life skills. The findings of this study indicate that coaches recognize the value of integrated Life Skills in the context of youth sports, but there is value recognition and have the necessary skills to explicitly integrate those skills into their lives. Although they believe there is value in teaching life skills, they also believe that the process of developing life skills includes transferring these skills to other situations. It is clear that there is a disconnect between current research findings and academic recommendations, as findings from this study suggest that what happens in youth, exercise is inconsistent with most of the researchers' propositions regarding the integration of life skills in sport (Deakin, Fraser-thomas, and Côté 2005; Gould and Carson 2008; Petitpas et al. 2005).

According to Gould and Carson (2008) skills can be classified as life skills, a person must be able to transfer these skills in the context of sport to other contexts (eg, school, home, work, or society). Papacharisis et al. (2005) life skills must be able to transfer skills in other contexts helping youth to develop the capacity to successfully handle various life situations.

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Compared activity patterns of adolescents in combination with developmental adolescents and found that adolescents who only participated in sports had more positive outcomes than those who had little or no involvement in organized activities but less positive outcomes than those who participated in sports plus other activities. According to Kendllen et al. (2017) the development of youth sports participation, various sports-based programs that deliberately target the teaching of life skills have been developed by researchers.

According to Goudas (2010) physical education can be a good area to introduce life skills to most adolescents. Recent studies implementing life skills programs in physical education units have given maximum results. The results showed that with a deliberate program on life skills well defined positive youth development. This program can increase the basic understanding of life skills among youth.

Thus, it is important for future research to establish what types of developmental experiences relate to very different sporting contexts. For example, participation in competitive versus recreational or team versus individual sports can be associated with many types of developmental experiences. Moving beyond contextual issues (i.e. competition versus other limited recreation is that researchers

tend to treat sport as a homogeneous experience for all participants in a given context. However, sports experiences can vary within these types of contexts (Larson, Hansen, and Moneta 2006).

Future research and practice could consider the value of using similar learning strategies to ensure that youth and program leaders have a common understanding of program objectives. In addition, future research could consider the skills and support coaches need to help young people transfer life skills outside of sport. Catalano et al. 2002; Petitpas et al. 2005; Weiss et al. (2013) Evaluation research showing evidence of the effectiveness of data-based programs has been the missing link in the literature on positive sports-based youth development reviewing 25 positive youth development programs targeting life skills (e.g. resilience, social competence and positive identity) using deliberate mechanisms (eg structure, opportunity and mentoring), but no physical activity or sports-based programme.

#### **4. DISCUSSION**

The purpose of this paper is to describe the development of life skills through physical education in the context of positive adolescent development. The results of the study show that life skills are very important to be applied to students to be more skilled and responsible in facing various life challenges. Provide recommendations for further consideration in developing life skills in the context of positive youth development through physical education.

After analyzing the 15 journals above, the results of this study are in line with previous research. A number of studies have shown that young people develop various life skills through exercise (Camiré, Trudel, and Forneris, 2012; Lorcan D. Cronin and Allen, 2018). The understanding that structured programs are intended for the development of life skills in the context of positive youth development (PYD) that uses physical education learning in sports activities as a medium and then implemented in everyday life is a process in which children and adolescents are encouraged to define and organize their lives. they. so that they can develop life skills so that they become productive and successful human beings in life.

After analyzing more in the journals found, the researchers got a new understanding where physical education and sports are one of the favorite learning or learning favored by students at this school, not only as subjects that become a driving medium for the development of motor skills. or physical abilities, but physical education can also encourage student intelligence, sportsmanship, habituation of healthy lifestyles and character building (mental, emotional, spiritual and social) to achieve superior, productive and successful human beings in life.

The development of life skills in the context of positive youth development (PYD) is used as the latest breakthrough in its implementation, because the learning model has a specific purpose. So that researchers see this as an opportunity to make new breakthroughs in physical education and sports, to become a productive arena that can encourage the development of life skills, namely developing life skills, namely developing positive youth for the future of youth.

#### **5. CONCLUSION**

This research reveals several conclusions that can be drawn. The life skills program provided has a huge impact on children's development. The impact caused is not only on physical education activities, but more broadly prepares students to be ready to face various challenges that will be faced in the

surrounding environment. Students will be better prepared to face various kinds of problems that will be faced in the future.

Judging from the discussion, that this can happen because of the lack of understanding and knowledge of educators and trainers of the important values contained in Life Skills and the concept of a deliberately structured program within the framework of PYD, all of this is caused because there are factors that influence Among them is the lack of socialization from experts in the field of physical education and sports regarding the development of Life Skills that can develop the values of physical education and sports.

Teachers and trainers have a very important role in implementing the life skills model so that students can become more skilled and responsible in facing various challenges in life. The objectives to be achieved by learning physical education are very possible to synergize with the dimensions of life skills, both generic life skills nor specific. This illustrates that life skills education can be provided through physical education learning in schools.

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