



ASEAN Journal of Sports for Development and Peace

Journal homepage: <https://ejournal.upi.edu/index.php/ajsdp/>



Integration of Life Skills In Extracurricular Sports for Positive Youth Development

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ABSTRACT

Extracurricular activities are activities that are carried out outside of class hours or outside the main curriculum. Extracurricular activities have been believed to have a positive influence on students in developing their potential. The aim is to develop their interest and maintain their motivation in learning to increase student engagement develop social abilities, provide new skills, increase independence, and shape personality character. In line with the context of Positive Youth Development (PYD), extracurricular activities have many positive benefits for students involved in their activities, namely increased life skills, social interaction, and concern for the environment. The design used was a literature review, articles were collected from accredited national and international journals. The criteria for the articles used were articles published in 2012-2023. Based on the articles collected, it was found that extracurricular activities were able to hone self-ability, independence, social skills, strengthen a sense of community towards peers and teachers. Extracurricular sports activities can also increase self-confidence and encourage students' academic progress, and help life skills in setting goals and managing emotions. Through extracurricular sports activities, life skills can be acquired in the form of caring in dealing with everyday life situations. Extracurricular sports have a positive influence on the development of adolescent children in growing and developing in a positive direction.

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ARTICLE INFO

Article History:

Submitted/Received 8 Aug 2023

First Revised 05 Oct 2023

Accepted 27 Nov 2023

First Available online 20 Jan 2024

Publication Date 30 Jan 2024

Keyword:

Extracurricular sports, life skills,
positive youth development

1. Introduction

The global challenges of the fast-paced and instant information technology era have affected today's students. Everything can be done online so that it causes lack of movement, sitting in the room or cafe hanging out. They spend more time learning and playing using online gaming gadgets and social media. This makes them unaware of their surroundings, more individualized, and decreases moral attitudes in society. According to information from KPAI in 2022, there were 226 incidents of physical, mental, and intimidation violence among students (Kompas.com, 2022). Therefore, the problem of juvenile delinquent behavior is still a very serious problem.

If this habit is left unchecked, it will threaten the future of the nation's generation. Because today's students are future leaders. The important role of families and schools must have more attention to students. So that students have life skills to not be easily influenced by the environment and technology.

Positive Youth Development (PYD) is a strategy used to reduce behavioral problems among adolescents (juvenile delinquency) by highlighting the relationship between adolescents and their environment, such as family, peers, and society (Nystrom et al., 2008). PYD is a subset of positive psychology that focuses on the strengths and qualities of adolescents that are appropriate to their stage of development. PYD is defined as an approach that views adolescents as potential to be enhanced by paying attention to their strengths, rather than as the root of problems to be overcome (Sieng et al., 2018). It is a new perspective that considers adolescents as assets in human development (Lerner et al., 2009).

One of the determinants of the formation of student behavior is the learning environment at school which is a long time for students to interact, communicate and learn. Therefore, programs are needed to foster the ability of talents and interests in order to build students' life skills. So that students can prepare themselves and protect themselves in facing the challenges of the times. One way that can be done to strengthen life skills in the school environment is through extracurricular activity programs.

In Indonesia, the Minister of Education regulates extracurricular activities in a regulation (Permendikbud Number 62 of 2014, n.d.), which states that extracurricular activities are carried out under the guidance and supervision of education units with the aim of developing students' potential, talents, interests, abilities, personality, cooperation, and independence optimally, in order to support the achievement of educational goals. The good benefits of extracurricular activities can also improve the mental and physical quality of students through various activities such as sports, critical thinking, developing taste, and creativity (Leny Sri Wahyuni, 2018). In addition, extracurricular sports are a resource for forming achievement athletes and providing an active lifestyle for students (Indrayana, 2017; De Meester et al., 2014).

Extracurricular goals have the same vision as Positive Youth Development (PYD) in developing youth potential. PYD is defined as an approach that views adolescents as potential that must be improved by paying attention to their strengths, not as the root of the problem that must be overcome (Sieng et al., 2018).

Based on the description above, extracurricular activities are believed to be one way to develop the potential, interests and talents of students in the face of negative influences of technology and the environment. How extracurricular sports can contribute to life skills for the positive development of youth. Through this systematic literature review, it will be

discussed how the integration of life skills in extracurricular sports towards positive youth development.

2. Methods

The writing of this article uses the literature study method, which is a systematic, transparent, and reproducible approach to collecting, evaluating, and synthesizing evidence from various literature sources in a field of research (C. Cronin, 2011) The data collection uses secondary data, namely by collecting information through scientific journal articles indexed by Scopus, documents and experts related to the integration of life skills in extracurricular sports for positive youth development. This literature analysis is carried out with stages consisting of five stages, namely; collecting literature; selecting relevant literature; reviewing literature with content analysis that focuses on results and recommendations; describing the results of the study; and discussing the results of the study (Hsieh & Shannon, 2005). Meanwhile, the literature collection used the science direct database with the keywords Extracurricular sports, life skills, positive youth development. The literature used is sourced from Scopus with a publication time span of 2012-2023. The literature analysis process can be seen in Figure 1 below:

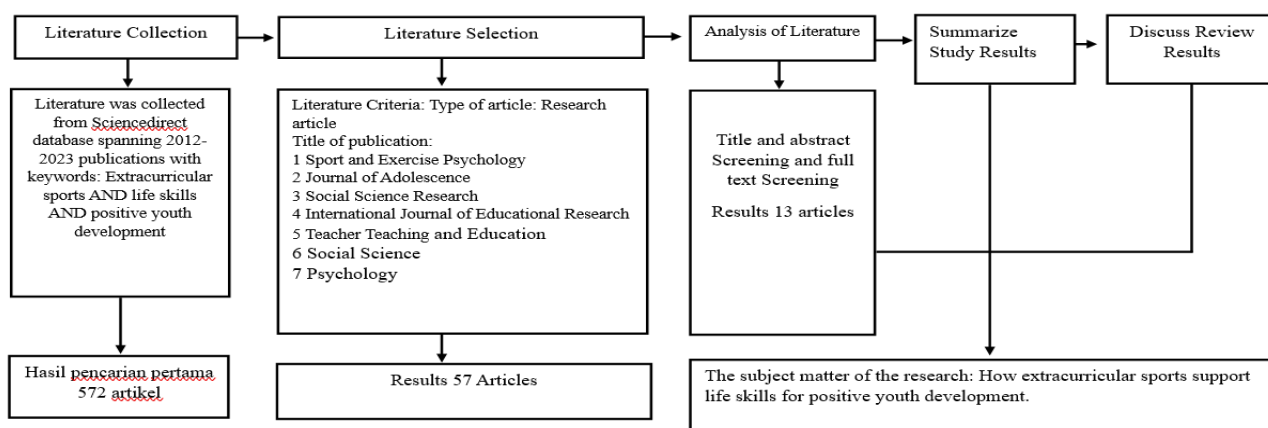


Figure 1. Literature Analysis Process

3. Results

From the results of the author's first article collection using the keywords Extracurricular sports AND life skills AND positive youth development spanning 2012-2023 found 572 articles. The next stage the author performs criteria by selecting the type of article: research articles publication title: Psychology of Sport and Exercise, journal of Adolescence, Social Science Research, International Journal of Educational Research, Teaching and Teacher Education, Social Sciences, and Psychology got 57 articles. Following the author screening titles and abstracts related to the topic of discussion, the author gets 13 articles that meet the criteria related to the integration of life skills in extracurricular sports for positive youth development. Furthermore, the literature review process focuses on the integration of life skills in extracurricular sports for positive youth development. The results of the literature analysis carried out can be seen in table 1 below

Table 1. Results of articles found

NO	Author	Title	Journal Name (Quartile)	Results or Discussion
1	(Pierce et al., 2020)	High school student-athletes' perceptions and experiences of leadership as a life skill	Psychology of Sport and Exercise (Q1)	Extracurricular sports practice experiences through coach and peer support transfer students' leadership, confidence, critical thinking skills. Such as psychosocial assets in youth sports settings: setting an example on and off the field, organizational duties, motivating and encouraging friends, offering guidance and support, liaising between coaches, athletes, transforming enforcing discipline, representing the team in the community, and gaining support from the team.
2	(Fujiyama et al., 2021)	Peer effects of friend and extracurricular activity networks on students' academic performance	Social Science Research (Q1)	Peers and structured activities (extracurricular) have a positive influence on student learning outcomes.
3	(An & Western, 2019)	Social capital in the creation of cultural capital: Family structure, neighborhood cohesion, and extracurricular participation	Social Science Research (Q1)	This study shows that family structure affects participation in extracurricular activities.
4	(Liu et al., 2021)	Developmental pathways linking the quality and intensity of organized afterschool activities in middle school to academic performance in high school	Journal of Adolescence (Q1)	The findings suggest that organized extracurricular activities in junior high school can prepare adolescents for academic success in senior high school through their participation in activities in Grade 9 as well as a stronger work orientation in Grade 9.
5	(Gibbs et al., 2015)	Extracurricular associations and college enrollment	Social Science Research (Q1)	It was found that participation in extracurricular activities with high-achieving peers had a meaningful association with college enrollment, even after considering individual, peer, and school-level factors. This suggests that school policies aimed at encouraging student exposure to high-achieving peers in extracurriculars can have an important impact on students' later educational outcomes.
6	(Umeh et al., 2020)	The impact of suspension on participation in school-based extracurricular activities and out-of-school community service	Social Science Research (Q1)	The suspension of students has a negative impact on students, making them inactive in extracurricular activities and even dropping out of school.
7	(Matsuoka et al., 2015)	Emerging inequality in effort: A longitudinal investigation of parental involvement and early elementary school-aged children's learning time in Japan	Social Science Research (Q1)	Students with educated parents control their children's study time discipline after school compared to uneducated or disadvantaged parents.
8	(L. Cronin et al., 2020a)	Life skills development in physical education: A self-determination theory-based investigation across the school term	Psychology of Sport and Exercise (Q1)	In teaching PE teachers must consider the three psychological needs of students autonomy, competence and optimize links with life skills.
9	(Camiré et al., 2020)	Evaluating the Coaching for Life Skills online training program: A randomised controlled trial,	Psychology of Sport and Exercise (Q1)	Online life skills coaching was statistically significant but showed positive directional changes in coaches' perceptions of coach-athlete relationships, interpersonal behaviors, and life skills teaching after program completion.
10	(Ullrich-French & McDonough, 2013)	Correlates of long-term participation in a physical activity-based positive youth development program for low-income youth: Sustained involvement and psychosocial outcomes	Journal of Adolescence (Q1)	PYD programs through sports physical activity for long-term impact should consider economic status related to program and transportation costs. The need for social support from leaders, parents and teachers to build self-perception for sustainable participation.
11	(L. D. Cronin & Allen, 2017)	Development and initial validation of the Life Skills Scale for Sport	Psychology of Sport and Exercise (Q1)	Development of the LSSS Life Skills Scale for Sport Collectively, these studies provide preliminary evidence for the validity and reliability of the LSSS; a measure that can be used by researchers and

practitioners to assess participants' perceived life skills development through sport.

12	(Mossman et al., 2021)	Development and initial validation of the Life Skills Scale for Sport – Transfer Scale (LSSS-TS)	Psychology of Sport and Exercise (Q1)	Collectively, these studies provide preliminary evidence of the validity and reliability of the LSSS-TS; a measure that can be used by researchers and practitioners to assess participants' perceived transfer of life skills from sport to other domains
13	(Randall et al., 2015)	Understanding affluent adolescent adjustment: The interplay of parental perfectionism, perceived parental pressure, and organized activity involvement	Journal of Adolescence (Q1)	Playing with peers and structured (extracurricular) activities provide positive support for children who are required to be perfectionists by their parents.

4. Discussion

4.1 Extracurricular

According to (Permendikbud Number 62 of 2014, n.d.), the definition of extracurricular activities is a curricular activity carried out by students outside the learning hours of intracurricular and co-curricular activities. This activity is carried out under the guidance and supervision of the education unit with the aim of developing students' potential, talents, interests, abilities, personality, cooperation, and independence optimally in order to support the achievement of educational goals.

Categories of extracurricular activities include, among others: (1) Krida, which includes Scouting, Basic Student Leadership Training (LDKS), Youth Red Cross (PMR), Heritage Flag Raising Troops (Paskibraka), and so on, (2) Scientific Efforts, which include Youth Scientific Activities (KIR), scientific expertise activities and academic talents, research, and others, (3) Talent / Ability Improvement, which includes the cultivation of sports, arts and culture, environmental awareness, journalism, theater, religion, and others.

Extracurricular activities are determined based on the following principles: 1) Individual, meaning that extracurricular activities are in accordance with the potential, abilities, and interests of each student; 2) Freedom of choice, meaning that extracurricular activities are chosen voluntarily by students and according to their wishes; 3) Active participation, meaning that extracurricular activities require full student involvement; 4) Fun, meaning that extracurricular activities are carried out in a pleasant atmosphere so as to motivate and inspire students; 5) Work ethic, meaning that extracurricular activities instill a sense of enthusiasm and desire to achieve success in students; 6) Social benefits, meaning that extracurricular activities are carried out for the betterment of society (Permendiknas No. 22 of 2006, n.d.).

Based on the description above, it can be concluded that extracurricular activities are coaching students' talents based on their potential and interests outside of class hours or after school. Sports is one of the choices given to students. Students need extracurricular activities as a place to explore their potential and show their non-academic achievements. Each student has different cognitive abilities, which are not limited to rational intelligence but also include emotional intelligence, inventiveness, and spirituality. Every child has unique potential that can be developed through extracurricular activities. When students participate in extracurricular activities, they will hone their abilities, independence and social skills. Extracurricular sports have been believed to be a valuable educational

investment for improving physical and psychological health in children and adolescents (Yılmaz & Güven, 2018).

Some research findings also suggest that playing with peers in the same hobby encourages students to be active (Berger et al., 2020). Extracurricular activities strengthen a sense of community with peers and teachers that can promote academic progress (White et al., 2018). Excellent extracurricular activities shape imaginative, creative and cultured students (Pierce et al., 2020a). Extracurricular sports can equip individuals with important life skills to enable them to face challenges in everyday life (Ayyildiz Durhan, 2021). From the explanation above, it can be concluded that extracurricular activities function as a way to help the educational process carried out at school, which is useful in applying knowledge both in theory and practice.

4.2 Life Skills in sport

According to (World Health Organization, 1996) life skills are the ability to adapt and behave positively which allows individuals to deal with the demands and challenges of everyday life. The components are decision making, creative thinking, communication self-awareness, coping with emotions, problem solving, critical thinking, interpersonal skills, empathy and coping with stress. In line with (Law of the Republic of Indonesia No. 20, 2003) on the National Education System, life skills education is education that provides personal skills, social skills, intellectual skills, and vocational skills for work or independent businesses. Life skill development consists of Intrapersonal life skills: Self-control, Effort, Grit, Personal responsibility and Interpersonal life skills: Communication, Teamwork, Social responsibility, and Respect (Newman, 2020). It can be concluded that life skills are a person's ability to control their ability to run life to face challenges, and socialize with their environment.

Each child has different potential, to develop and improve this potential requires training or educational stimuli so that they have life skills. So that children can live their lives independently and can overcome their own difficulties. Related to the development of children's potential, some research results convey that sport is an effective instrument in educating adolescent children (Danish et al., 2005). Life skills such as the ability to set goals, manage emotions, and improve self-esteem, can be acquired through sport and applied to everyday life situations (Gould & Carson, 2008). The ability to apply life skills in different situations is referred to as "life skill application" (Newman, 2020). Physical education or sport classes based on student competencies and the emphasis of life skills to be achieved have a positive impact on improving students' life skills (L. Cronin et al., 2020b) Student athletes have leadership life skills obtained from transformations in sports training supported by coaches and peers (Pierce et al., 2020).

The findings of the above research results reinforce that structured sports can develop and improve students' life skills, such as cooperation, setting goals, and respect.

4.3 Positive Youth Development

Positive youth development (PYD) is a subset of positive psychology that focuses on the strengths and qualities of adolescents that are appropriate to their stage of development. PYD is defined as an approach that views adolescents as potential that must be enhanced by paying attention to the advantages they have, not as the root of the problem that must be overcome (Sieng et al., 2018). In theory, PYD has 6 Cs components, namely Competence, Confidence, Connection, Character, Caring and Contribution, which are the assessment instruments in the PYD program (Lerner et al., 2009).

PYD has transformed into a strategy used to reduce behavioral problems among adolescents (juvenile delinquency) by highlighting the relationship between adolescents

and their environment, such as family, peers, and society (Nystrom et al., 2008). These important aspects of family, peers and environment also contribute to the increase in adolescent PYD (Pilkauskaitė-Valickienė, 2015). There is a need to communicate to parents what skills their children gain after participating in positive youth development programs (Palheta et al., 2022). PYD programs utilizing sports activities have proven successful in improving life skills (Pierce et al., 2022). PYD through sports activities has a positive influence on the development of adolescent children to grow and develop in a positive direction.

4.4 Integration of Competence and Confident in Extracurricular Sports as Life Skills

Competence refers to the development of skills and abilities that enable young people to effectively navigate and meet the challenges they face. These competencies include cognitive, social, emotional and physical competencies. Self-confidence involves developing a positive sense of self-worth and belief in one's abilities. This includes building resilience, self-esteem, and a strong belief in one's ability to overcome obstacles and achieve goals.

Extracurricular sports activities are physical activities organized in schools with the aim of providing cognitive, emotional, social, psychological and psychomotor development of individuals (Yılmaz & Güven, 2018) while providing life skills to prepare individuals to be ready to face the demands and challenges of everyday life (Ayyıldız Durhan, 2021). Through extracurricular activities that are directly integrated with life skills, students will better understand and implement life skills in their daily lives. Understanding the values stored in long term memory can instill good values throughout their lives (Gould & Carson, 2008).

Extracurricular programs, which are skill-structured and well-planned, have elevated life skills to the highest level. Extracurricular activities run in schools have significantly improved almost all life skills (Nugraha et al., 2022).

The structured concept can be done with four main stages (Kendellen et al., 2017): (a) concentrating on one essential skill during each session, (b) presenting the essential skill at the beginning of the lesson, (c) applying techniques to teach the essential skill during the lesson, and (d) evaluating the essential skill at the end of the session. Students' ability to concentrate, present skills, apply techniques, and evaluate supports students' competence and confidence.

In addition, structured training programs and playing or training with peers have a positive effect on student learning outcomes (Fujiyama et al., 2021) (Liu et al., 2021) and have the opportunity to provide many options for continuing college studies (Gibbs et al., 2015). Futsal sport improves emotional regulation, goal setting and focus (Budiman & Ruslan Rusmana, 2021). A swimming training program with a target load of travel time provides a positive experience for students (Hudaya et al., 2019). A person's learning experience in sports training by developing his potential such as knowledge, processing information, determining goals, will be able to be applied in overcoming the challenges of life he goes through (Pierce et al., 2017) It can be concluded that extracurricular sports increase students' competence and self-confidence.

4.5 Integration of Connection, Character, Caring and Contribution in Extracurricular Sports as Life Skills

The experience of being given the coach's direction on and off the field, the experience of being assigned duties as captain, motivating each other, building a sense of caring among friends and the environment, being a liaison between coaches and athletes forms the character of student leadership (Pierce et al., 2020). This builds a connection between

students, fellow students and coaches. Caring and being responsible for the environment familiarizes preparing and returning sports equipment to its place, as well as cleanliness maintaining the training field. Strengthening programs in schools that emphasize enhancing an entrepreneurial mindset through regular physical activity and sports can address a number of shortcomings in the education and development of young people (Malete et al., 2022). An entrepreneurial mindset is the initial capital to generate a contributing spirit, independent of others and can help the family, his team and in the community.

Playing soccer hones various important skills in life, such as working together in a team, managing time well, improving cognitive and emotional abilities, improving communication skills, improving social skills, and strengthening leadership abilities (Kurak & Aak, 2019). Sports activities in the school environment can provide simulations of attitudinal and moral values in sports, such as integrity, respect for others, and playing fairly (Amung Ma'mun, 2018), meaning that instilling character values to students during sports training is very possible.

However, to develop life skills, we must do it in accordance with the concept of setting life skill targets to be achieved in every training moment (Kendellen et al., 2017). In implementing an exercise program with good goals, support from the family is needed in sports activities to develop life skills for positive youth development (Hodge et al., 2017).

Attention to positive youth development through sport is getting stronger in the world of education. Evidenced by the development and validation of the life skills scale for sport instrument has been carried out by many academics. Such instruments can be used development and initial validation of the Life Skills Scale for Sport - Transfer Scale (LSSS-TS) (Mossman et al., 2021) and Life Skills Scale for Sport (LSSS) (Mossman et al., 2021).

5. Conclusion

Extracurricular activities can hone self-efficacy, independence, social skills, and strengthen a sense of community with peers and teachers. Extracurricular sports activities can also increase self-confidence and encourage students' academic progress, and help life skills in setting goals and managing emotions. Through extracurricular sports activities, life skills can be acquired in the form of caring in dealing with everyday life situations. Extracurricular sports have a positive influence on the development of adolescent children in growing and developing in a positive direction.

6. Authors' Note

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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