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Life Skill Integration in Football Training Program for Football School Students

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Abstract

This study aimed to determine the effect of integrated and non-integrated life skills on improving the life skills of Football School students. The method used in this research was the experimental method. The design used in this study was the pre-test and post-test control group design. The samples of this study were 20 male students aged 12 and 13 years old (12.7+1.1). The sampling process used a purposive sampling technique. Students were divided into two groups, the experimental group of 10 students and the control group of 10 students. The instrument used was the Life Skills Scale for Sport questionnaire. The results showed that the integrated life skills in the football training program significantly affected the life skill improvement of Football School students aged 12 and 13 years. In comparison, the non-integrated life skills in football practice had no significant effect on the life skill improvement of Football School students aged 12 and 13. The results of this study could be a consideration for young football coaches when compiling a youth soccer training program.

INTRODUCTION

Sports play an essential role in teenagers' lives. In the adolescent period, sports participation coincides with a critical developmental period when they learn values and life skills that will carry them into adulthood (McCallister, Sarah G., Elaine M. Blinde, 2000). Life skills developed through sports will be helpful for teenagers when they work in the future. In their work environment, good life skill is needed. A teacher must be able to communicate well so that the students can understand the lessons delivered. A teacher must also be able to set learning goals and manage time well so that learning objectives can be achieved optimally. A doctor must be able to solve various health problems faced by patients and immediately take the right decision or action. A company leader must be able to influence others he leads to agree on what to do and how to do it. An employee must be able to work together with leaders and other employees so that company goals can be achieved.

Life skills are skills that students must have to be successful in the environment they live in (Danish, Forneris, & Wallace, 2005). The Life Skill program aims to increase youth awareness of the skills developed through sports, why these skills are helpful in other life domains, and ultimately enhance their life skills (Jones & Lavallee, 2009).

Many life skills can be developed through sport; the most frequently cited are teamwork, goal setting, time management, emotional, interpersonal communication, social, leadership, problem-solving, and decision-making skills (Johnston, Harwood, & Minniti, 2013). The Nepalese Nongovernmental Organization (NGO) program, a life skills-based physical activity program, has shown that this program was successful in helping students learn how to set goals for their future, how to work together, and how to develop self-confidence, especially for young girls (Forneris et al., 2016). The results showed that students who received the intervention had a higher self-confidence for goal setting, problem-solving, and positive thinking than those in the control group (Papacharisis et al., 2005). Life skill programs are considered quite successful in developing adaptive behaviors and motives, including better training, adopting time management, and planning skills outside sports contexts, such as homework and academic studies (Hardcastle et al., 2015). The

Girls wants a Have Fun (GJWHF) program helps develop and transfer of several intrapersonal skills, such as emotion regulation, focus, and goal setting.

Meanwhile, interpersonal skills, including respect, responsibility, and social skills, are identified by adolescents as the skills that are learned in the program and transferred to various life domains (Bean et al., 2016). Based on research, boys felt they could transfer the life skills taught in the program into the classroom, one of which was communication (Allen et al., 2014). The results of the study showed that youth were able to transfer the four goals of Teaching Personal and Social Responsibility (TPSR) to the school context, namely respecting the rights and feelings of others, effort and teamwork, self-regulation and goal setting, and leadership and helping (Walsh, Ozaeta, & Wright 2010).

As football is a global game in terms of participation across youth and adult populations, it is clear that more empirical work considering how life skills are developed through this sport (and others) and transferred to other life domains is needed (Cope, Bailey, Parnell, & Nicholls, 2017). The process of facilitating the life skill transfer can be conducted in two ways: an implicit approach and an explicit approach. In the implicit approach, the trainer does not teach life skills intentionally. In contrast, the explicit approach refers to the trainer intentionally teaching life skills while emphasizing the transfer of these skills into everyday life (Turnnidge, Côté, & Hancock, 2014). A significant problem in life skill development in sports is the general assumption in the sports community that life skill automatically results from mere participation (Gould & Carson, 2008).

Life skills that can be developed through sport must be strengthened through deliberate teaching strategies (Jacobs & Wright, 2016). Some claim that sports involvement does not automatically lead to life skill development (Danish & Nellen, 1997). To be considered life skills, skills learned in sports must be transferred and applied in other life domains, such as school or work. Through demonstration, modeling, and practice, coaches play an influential role in training youth on how life skills can be transferred to other domains (Gould & Carson, 2008).

Researchers integrated life skills into soccer prac-

tice for 12- and 13-year-old students at Garuda Perkasa Comal Football School. The researcher's soccer training program was adjusted to the training program for students aged 10 to 13 years who were included in the football skill development phase in the Indonesian Football Development Curriculum book (PSSI, 2007). So far, no one has studied the life skill integration into soccer training for early adolescence aged 12- and 13-year-old. The integration of life skill teaching with physical skill teaching is expected to produce outstanding results compared to physical skill learning (Singer, 2016).

METHODS

The method used in this research was the experimental method. This research was conducted in two groups: the experimental and the control groups. The experimental group was given football training integrated with life skills, while the control group was given football training that was not integrated with life skills.

Participants

The participants of this study consisted of researchers who also acted as trainers, one coach of Garuda Perkasa Comal Football School, two assistant coaches of Garuda Perkasa Comal Football School, and 20 students of Garuda Perkasa Comal Football School aged 12 and 13 years. There were 24 participants, and all of them were male.

Sampling Procedure

The samples of this study were 20 students of Garuda Perkasa Football School, Comal District, Pematang Regency. All samples were male, with an average age of 12.7 years. The sampling technique used in this study was the purposive sampling technique. The sampling criteria were: 1) students aged 12 and 13 years, 2) two to three years of practice, and 3) still actively participating in soccer practice. The samples were divided into two groups, namely the experimental and control groups. The experimental group consisted of 10 students and was given football training integrated with life skills. The control group consisted of 10 students who received soccer training that was not integrated with life skills.

Instrument

The instrument used in this study was the life skills scale for sport (LSSS) to measure the increase in life skills. The sports life skills scale (LSSS) instrument was previously developed by (Cronin & Allen, 2017). The LSSS instrument is for youth sports participants aged 11-21 years. LSSS contains 8 life skill components: teamwork, goal setting, time management, emotional, interpersonal communication, social skills, leadership, problem solving, and decision-making skills. The LSSS instrument consists of 47 items in closed statement types. The measurement scale used was a Likert scale with a five-point range, namely 1 (not at all) to 5 (very much). The author tested the LSSS instrument that the researcher used. The results were valid and reliable. The validity test results showed that the calculated *r*-value of all LSSS instrument items was higher than the *r* table. Thus the 47 items of the Life Skills Scale for Sport instrument were valid. The results of the reliability test showed that Cronbach's alpha value was 0.964, hence the 47 items on the Life Skills Scale for Sport instrument were reliable.

Procedure

The procedure of this study included: 1) disseminating the initial LSSS instrument (pre-test) to the experimental and control groups, 2) providing an integrated soccer training program three times a week for 16 meetings to the experimental group; the number of meetings referred to a life skills integration program called Going for the Goal (GOAL) held for 10 hours and ten sessions (Danish & Nellen, 1997); the control group was given a soccer training program that was not integrated with life skills three times a week for 16 meetings; football practice was carried out in the Jatidiri field, Comal District, Pematang Regency, 3) disseminating the final LSSS instrument (post-test) to the experimental and control groups, and 4) testing the research hypothesis using statistical calculations through the SPSS version 25 program.

Data Analysis

The design used in this study was a pre-test, post-test control group design. In this design, the samples were divided into two groups, namely the experimental and control groups. Hypothesis testing in this study used the paired sample *t*-test. The decision-making guide in the paired sample *t*-test was based on the sig-

nature value with the help of SPSS software. When the value of Sig. At the p-value was < 0.05, then H0 would be rejected, and if the value Sig. At the p-value was > 0.05, then H0 would be accepted.

RESULT

The sample of this study had an average age of 12.7 years. All of them were male with an average height of 153.1cm, weight of 42.2 KG, and length of exercise of 2.5 years. The results of the study are shown in Figure 1.

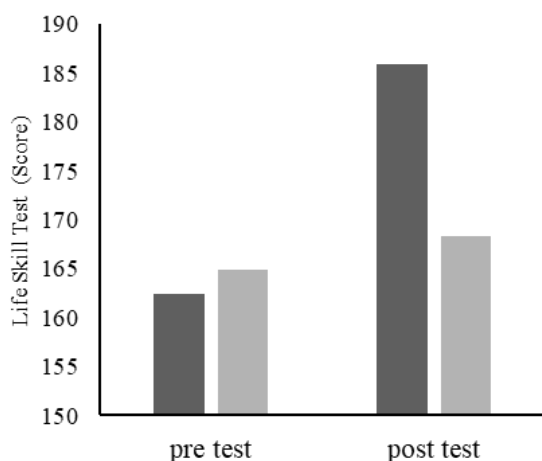


Figure 1. Mean of Life Skill Pretest and Posttest Scores of Experiment and Control Groups

Based on Figure 1, the mean score of the life skill pre-test of the experiment group was 162.40, and the post-test was 185.90. The experiment group experienced a life skill mean increase of 23.50. The mean score of the life skill pre-test of the control group was 164.90, while the post-test was 168.30. The control group experienced a life skill mean increase of 3.40. The paired sample t-test for the experiment and control groups is shown in Table 1.

Table 1. Paired Sample T-test of Experiment and Control Groups

No	Groups	Sig.	α
1	Life Skill Pre and Posttest of	0,000	0,05
2	Life Skill Pre and Posttest of	0,259	0,05

Based on Table 1, the value of Sig. The p-value of the experimental group was 0.000 <0.05; hence H0 was rejected. It concludes that the integrated life skills soccer training significantly affected the life skills of Garuda Perkasa Comal Football School students aged 12 and 13. The value of Sig. The p-value of the control group was 0.259>0.05; thus, H0 was accepted. It concludes that soccer practice that was not integrated with life skills did not significantly affect the life skills of Garuda Perkasa Comal Football School students aged 12 and 13.

Based on statistical calculations, the training group was given life skills integrated with soccer training and experienced an increase in cooperation (21%), goal setting (10%), time management (13%), emotional skills (13%), interpersonal communication (18%), social skills (17%), leadership (9%), and problem-solving and decision-making skills (17%). Meanwhile, the training group receiving soccer training that was not integrated with life skills experienced an increase in the cooperation component (8%), emotional skills (7%), interpersonal communication (1%), social skills (1%), problem-solving and decision making skills (8%), and a decrease in goal setting (-3%), time management (-2%), and leadership (-2%).

DISCUSSION

Based on data processing results, soccer training integrated with life skills significantly increased the life skills of Football School students aged 12 and 13 years. Conversely, the soccer training not integrated with life skills did not significantly affect the life skill improvement of Football School students aged 12 and 13. This was because the soccer training program integrated with life skills gave a deliberate life skill load before, during, and after training.

Most life skill researchers and practitioners believe life skills should be deliberately taught and developed during the sporting experience (Gould & Carson, 2008). Therefore, coaches should work to deliberately teach Life Skills transfer so that athletes are more likely to realize how they can apply Life Skills outside sports situations. Furthermore, considering recent empirical findings, a deliberately structured youth sports environment better facilitates positive youth development than an implicitly unstructured environment (Bean & For-

neris, 2016).

Life skills that can be developed through sport must be strengthened through deliberate teaching strategies (Jacobs & Wright, 2016). We support that life skills can be purposefully taught through appropriately delivered sports sessions (Allen, Rhind, & Koshy, 2014). Steps to integrate Life Skills into regular sports coaching practice include: a) focusing on one Life Skill per lesson, b) introducing Life Skills at the beginning of the lesson, c) integrating strategies to teach Life Skills throughout the lesson, and d) explaining Life Skills at the end of the lesson and discussing the life skill transfer (Bean & Forneris, 2017).

Based on the results of this study, all life skill components of Football School students aged 12 and 13 experienced an increase. This research is helpful for soccer coaches as a guide in integrating soccer training into soccer training programs for 12- and 13-year students to improve life skills in early adolescence. Early adolescence should be given life skill training because adolescents are experiencing unstable emotional development during this period.

Adolescence is considered a transition period between childhood and adulthood and can be broadly divided into three phases; early (11-14 years), intermediate (15-18 years), and late (19-21 years) (Steinberg, 1993). During the early adolescent period, sexual changes occur, namely primary and secondary sexual development, which causes adolescents to have difficulty adjusting to these changes. It leads to more isolated feelings, less concern about others, and feeling that no one else cares about them as teenagers. In addition, teenagers have difficulty controlling themselves. This behavior occurs because of the emergence of anxiety so that, sometimes, unnatural reactions appear (Ali & Asrori, 2011). At this time, adolescents should have a life skill education.

CONCLUSION

Based on the research and discussion results, it concludes that soccer practice integrated with life skills affected improving the life skills of adolescent students aged 12 and 13 years. In comparison, the soccer practice that was not integrated with life skills did not improve the life skills of adolescent students aged 12 and 13 years. Therefore, researchers suggest that life skills

should be trained for adolescents aged 12 and 13 through the integration of life skills into sports training to prepare them to be successful in the future. The results of this study become a consideration for young football coaches when compiling a youth soccer training program.

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CONFLICT OF INTEREST

The authors declared no conflict of interest.

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