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<https://ejournal.upi.edu/index.php/penjas/article/view/47449>DOI: <https://doi.org/10.17509/jpjo.v7i2.47449>**Effects of Life Skill Integration Program in Golf on Social Competence of Male Sport Science Students in Indonesia****Ahmad Hamidi**

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Article Info*Article History :**Received June 2022**Revised June 2022**Accepted July 2022**Available online September 2022**Keywords :**golf, life skills, sport science***Abstract**

This study aimed to investigate the effect of life skill program intervention integrated into golf for eight weeks on the social competence of sports science students. The participants were 22 male students in their late adolescent period divided into two sample groups, namely the experimental group (n = 11 people) and the control group (n = 11 people). The intervention class was held for 60 minutes, three days a week, for eight weeks. The test measurements were carried out during week one and week 8. The life skill sport scale (LSSS) instrument was given before and after the 2-month intervention. The method used was the quasi-experimental method. The results showed a difference in the pre-test life skill scores between the intervention class (147.5 ± 3.03) and the control class (145.9 ± 2.92), where the intervention group gained $t = -14.045$, $P = .000$. Significant differences occurred in the life skill post-test scores (168.9 ± 1.7 with 151.3 ± 2.5 , $t = -9.712$, $P = .004$). After two months of intervention, the gain scores were obtained (Gain Score 21.4 versus 5.4 and Percent Gain 14.51% versus 3.70, both obtained $P\text{-value} = 0.000$). The finding showed a high level of life skills in the pre-test scores of the two groups. However, a significant improvement was found in the post-test results of the intervention. It indicates that golf can improve male student life skills, especially their social competence.

INTRODUCTION

There is increasing attention, in different countries, to life skill training through sports so that activity development is seen as a learning product through a fundamentally purposeful intervention of Positive Youth Development (PYD) (Santos et al., 2017). Sport has a holistic nature to reach non-sport aspects of life; thus, a youth sport structuring program is needed to serve initiatives for social goodness (Camiré, 2019). Sport represents a state of promoting PYD for participation in providing life skills learning opportunities for youth; PYD is an approach to developing youth potential as a resource that must be developed (Santos et al., 2018).

PYD is often conceptualized as a state of life skill learning related to interpersonal characteristics, abilities, goals, emotional abilities, self-esteem, and hard work that can be developed in sports and transformed for life (Gould & Carson, 2008). PYD focuses on improving life skills so youth can adapt to various problems and daily challenges (Danish et al., 2005). Life skills are recognized as an effort to prepare youth to become active members of society (Camiré et al., 2021). Sports abilities have been transformed into ideas from the inherent part of life skills so that there is implementation alignment in living arrangements because sports skills allow open access to success in life, both emotionally and in goal setting (Pierce et al., 2017).

Sports programs, especially in the youth sector, have positioned themselves for life skills development, including behavioral, cognitive, interpersonal, and intrapersonal development, which can be learned or found in sports so that they can be transformed for expanding their understanding of their own lives (Chinkov & Holt, 2016; Danish et al., 2005; Gould & Carson, 2008). The development of sport participation among youth is a variant of a sports-based program for improving life skills and integrating effective programs to maintain life skills so that the integrated life skills are internalized in sports and manifested in all aspects of life (Pierce et al., 2022; Weiss et al., 2013).

A sports program teaching life skills has been developed to optimize the benefits of youth sports participation development, which involves life skills content such as intrapersonal (more internal skills, such as focus) and interpersonal (skills that are useful during social interactions, such as collaboration skills). It com-

bines two core life skills (focus and sportsmanship) and six life skills (intensity, goal setting, emotional regulation, honesty, cooperation, and respect) (Kendellen et al., 2017). Life skills include behavioral aspects (effective communication), cognitive aspects (effective decision-making), interpersonal aspects (being assertive), and intrapersonal aspects (setting goals) (Camiré et al., 2012; Danish et al., 2005; Gould & Carson, 2008).

Structured programs have a good quality in producing positive youth development compared to unstructured programs (Bean & Forneris, 2016). Among the daily activities of youth, organized youth activities, such as community programs and extracurricular activities, provide suitable opportunities and conditions for promoting development (Hansen et al., 2003). There are several sports-based youth development programs whose role is to impact youth lives by providing educational programs that build character, inculcate life-strengthening values, and promote health (Weiss et al., 2013). Therefore, the use of sports as media to develop life skills is a breakthrough, not only supported by the sports community but through youth program campaigns and the development of school education quality (Gould & Carson, 2008)

Golf has been identified as a popular and ideal context to facilitate life skill development. Golf and life skills are taught integrated using the systematics and producer of interpersonal lessons, self-management, goal setting, and advanced personal and interpersonal skills. In addition, golf practice, in general, has an inherent responsibility to demonstrate life skills, such as respect and honesty (Kramers et al., 2021).

The evaluation of the effectiveness of The First Tee life skill program in encouraging positive youth development shows that the program can transfer the skills learned in golf to be applied outside sport context, such as at school, home, social, or workplace environments. Therefore, four guiding principles were created to help instructors integrate life skill teaching into golf: (a) focus on one life skill per lesson, (b) introduce life skills at the beginning of the lesson, (c) apply strategies to teach life skills throughout the lesson, and (d) provide an explanation of life skills at the end of the lesson (Camiré et al., 2018; Kendellen et al., 2017). In addition, previous research has shown evidence of the effectiveness of golf sport-based PYD programs that target

personal skills (endurance, social competence, and positive identity) on PYD development programs that promote positive interpersonal and self-management skills (Kendellen et al., 2017).

The modernized elements of the relationship between activity participation and development experience in youth programs found that youth with a higher frequency of positive experiences were motivated by fun and future goals and spent more time in the program. In that context, they can be a leader and be involved in programs with a higher adult-adolescent ratio (Hansen & Larson, 2007).

In the context of golf as an ideal medium for implementing life skills programs, researchers tried to apply how golf learning programs in universities integrated with life skills. Therefore, this research can provide results showing to what extent the application of golf learning could impact the life skills of late adolescents. Thus, this study aimed to investigate the effect of the life skill intervention (golf) program on the social competence of the Sports Science student study program.

METHODS

The method used in this study was a quantitative method using a quasi-experimental design. The research subjects were divided into two groups: the experimental group (A) and the control group (B). Both groups carried out a series of pre-test and post-test, but the treatment was only given to group A; the treatment was an integration of the life skill program (Creswell, 2015). This research design was selected to test the theory by determining the data collection hypothesis to support the hypothesis. The data collection results from pre-test and post-test experimental treatment using instruments measuring attitudes and information were analyzed using statistical procedures and hypothesis testing.

Participants

According to sample measurement for experimental and comparative research, a minimum of 20 people/sample group is recommended (Fraenkel et al., 2012). Therefore, the participants of this study were Sport Science students study program at Universitas Pendidikan Indonesia, consisting of 22 male adolescents. The sampling technique used was purposive sam-

pling.

Table 1. Sample Characteristics

| Demographic Data | Mean \pm SD |
|------------------|-------------------------|
| Age | 20,15 \pm 0,74515982 |
| Weight | 3,83714532 \pm 167,25 |
| Height | 3,945683851 \pm 64,1 |

Instrument

The instrument used in this study was the Life skills Scale for Sport (LSSS) to assess life skill development. LSSS was developed for adolescent participants containing 47 questions divided into eight major life skill parts. This instrument is a Likert scale using a five-point scale between 1 (not at all) to 5 (very much).

LSSS includes social competence dimensions and eight sub-dimensions, including cooperation, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, and problem-solving (Lorcan Donal Cronin & Allen, 2017).

Procedure

At the preparation stage, the researcher drafted the research design concept by studying the life skill integration in sports and the instrument's determination. After finding the instrument to determine the population and sample, researchers adjusted the life skill integration program into golf practice. At the implementation stage, a pretest was carried out in both groups. The treatment, a training program integrating life skills, was given to the experimental group, while treatment without integrating life skills was given to the control group. Next, both groups did a posttest. The final stage included data collection and verification, hypotheses testing using SPSS version 23 software, finding interpretations, and making conclusions about the hypotheses..

RESULT

The research obtained data findings presented in Table 2. The test results generated from each group provided different data variations. The average results of the pre-test and post-test in group A were 147.5 and 168.9, while in group B were 145.9 and 151.3. The difference in value illustrated the extent to which the treatment given influenced the test being tested. The pro-

gress from the pre-test to the post-test is presented in Figure 1. The results of the description of the life skills components of group A and group B before and after receiving treatment through an integrated life skill program in golf are presented in Table 3.

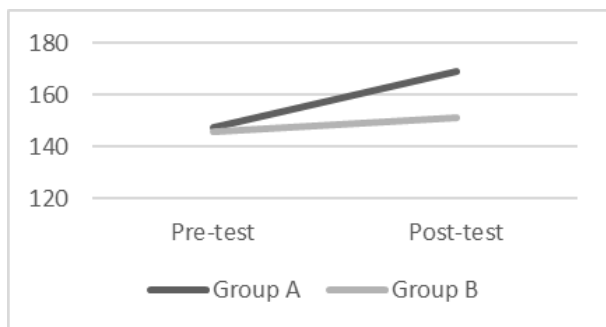


Figure 1. Mean of Pre-test and Post-test

Table 2. Data Description

| Group of Data | Mean | Min. | Max. | Gain Score | Std. Dev |
|---------------|-------|------|------|------------|----------|
| A Pre-test | 147,5 | 142 | 151 | 21,4 | 3,04 |
| A Post-test | 168.9 | 168 | 171 | | |
| B Pre test | 145,9 | 142 | 155 | 5,4 | 2,92 |
| B Post-test | 151,3 | 148 | 155 | | |

Table 3. Description of Life Skill Components

| Life Skill Components | Group A | | | Group B | | |
|-----------------------------------|----------|-----------|------|----------|-----------|------|
| | Pre-test | Post-test | Gain | Pre-test | Post-test | Gain |
| Team Work | 3.45 | 4.40 | 0.95 | 3.31 | 3.62 | 0.31 |
| Goal Setting | 3.47 | 4.43 | 0.96 | 3.21 | 3.75 | 0.54 |
| Time Management | 3.55 | 4.56 | 1.01 | 3.22 | 3.75 | 0.54 |
| Emotional Skills | 3.25 | 3.75 | 0.50 | 3.64 | 3.85 | 0.21 |
| Interpersonal Skills | 3.40 | 4.02 | 0.62 | 3.27 | 3.65 | 0.38 |
| Social Skills | 3.25 | 4.20 | 0.95 | 3.06 | 3.48 | 0.42 |
| Leadership | 3.05 | 4.30 | 1.25 | 3.18 | 3.74 | 0.56 |
| Problem Solving & Decision Making | 3.18 | 4.20 | 1.02 | 3.05 | 3.37 | 0.32 |
| Amount | 26.6 | 33.8 | 7.26 | 25.95 | 29.3 | 3.43 |
| Average | 3.32 | 4.23 | 0.90 | 3.24 | 3.67 | 0.43 |

The results show the development of each life skill component, such as teamwork from 3.45 to 4.40; goal setting from 3.47 to 4.43; time management from 3.25 to 3.75; emotional skills from 3.25 to 3.75; interpersonal skills from 3.40 to 4.02; social skills from 3.25 to 4.20; leadership from 3.05 to 4.30; problem-solving and decision-making from 3.18 to 4.20. The life skill component showing the highest development was leadership, with a mean of 1.25. Meanwhile, Group B was the control group, where the youth participated in sport training programs without integrating structured and planned life skills. The results showed the development of each life skill component, including teamwork from 3.31 to 3.62; goal setting from 3.21 to 3.75; time management from 3.22 to 3.91; emotional skills from 3.64 to 3.85; interpersonal skills from 3.27 to 3.65; social skills from 3.06 to 3.48; problem-solving and decision making from 3.05 to 3.37. Time management was the life skills component showing the highest development in this group. Each component had an increase of 0.42. The result showed no significant change.

Table 4. Wilcoxon Signed Test

| LSS | T | Sig. (2-tailed) |
|---------|--------|-----------------|
| Group A | 14.045 | 0.000 |
| Group B | 14.045 | 0.000 |

Table 5. Mann Whitney Test

| Group | Gain Score | Gain Percentage | P-Value |
|-------|------------|-----------------|---------|
| A | 21,4 | 14,51% | 0,000 |
| B | 5,4 | 3,70% | |

The results show the development of each life skill component, such as teamwork from 3.45 to 4.40; goal setting from 3.47 to 4.43; time management from 3.25 to 3.75; emotional skills from 3.25 to 3.75; interpersonal skills from 3.40 to 4.02; social skills from 3.25 to 4.20; leadership from 3.05 to 4.30; problem-solving and decision-making from 3.18 to 4.20. The life skill component showing the highest development was leadership, with a mean of 1.25. Meanwhile, Group B was the control group, where the youth participated in sport training programs without integrating structured and planned life skills. The results showed the development of each life skill component, including teamwork from 3.31 to 3.62; goal setting from 3.21 to 3.75; time management from 3.22 to 3.91; emotional skills from 3.64

to 3.85; interpersonal skills from 3.27 to 3.65; social skills from 3.06 to 3.48; problem-solving and decision making from 3.05 to 3.37. Time management was the life skills component showing the highest development in this group. Each component had an increase of 0.42. The result showed no significant change.

Table 5 shows the test results from the comparison of two groups, where Group A receiving integrated life skills in golf learning, got a value of 0.000. The value was less than 0.05. It means there were differences in golf learning outcomes between integrated and non-integrated life skill learning. Group A increased process skills and outcomes between before and after intervention by about 14.51%. This value was higher than Group B, so golf learning integrated with life skills showed a greater opportunity for improvement.

DISCUSSION

This study built a convincing argument that sports could help youth develop their life skills. In particular, this study's results align with other studies. There is a perception that youth have improved their life skills through sports, such as teamwork, goal-setting, leadership, time management, emotional, interpersonal communication, social, leadership, problem-solving, and decision-making skills (Bedard et al., 2020; Lorcan D. Cronin & Allen, 2018; Lorcan Donal Cronin et al., 2017).

Several studies have explored the capabilities of sports-based PYD programs to promote life skill development and support the idea that youth sports participation can transform life skills from sports to non-sports contexts. Sports-based PYD is vital to overcome social inequality, reducing social behavior problems, and improving the youth's self-value (Anderson-Butcher et al., 2018; Bean et al., 2016; Newman et al., 2020). Changes in life skills in this study indicated that the samples during the program experienced changes in sub-skills at the individual level. In addition, the results of the experimental group's life skills increased compared to the control group. Therefore, life skill programs are considered to impact increasing life skill components effectively (J. Bae, 2022).

Life skill integration in sports training programs has resulted in a high development of life skills in late adolescents. Life skill programs can implicitly or ex-

PLICITLY transform the development and fostering of a relationship to build a positive sporting situation related to behavior to gain life experience gained through the program to encourage life development (Bean et al., 2018).

Through the analysis of the author's observations, life skill development in Group A was more significant than in Group B. However, both groups experienced significant changes, especially in the leadership component. During the implementation of a more orderly and regular exercise program, all of the late adolescents from Group A were present at the training site before the scheduled training time began and had the initiative to warm up, led by one of his colleagues. Even though Group B was present at the right time, the initiative was to tidy up the line so that the coach had to choose one of his colleagues to lead the line and warm up.

Relevant to the research of (J. S. Bae, Yang, et al., 2021), the implementation of the PEAK (Performance, Enhancement, Achievement, Knowledge) program for 15 weeks showed an increase among the life skills sub-skills of the sample participated in the program compared to those who did not participate in the program. On the other hand, the research on the SUPER (Sports United to Promote Education and Recreation) program found that life skills for the experimental group had increased (Gould & Carson, 2008). This is supported by another study which found that the samples taking part in the life skill program showed higher results than the control group; thus, implementing various life skills programs based on groups significantly influenced general (Weiss et al., 2019).

PYD through sports requires a planned program so that the operators or supervisors can implement it; the operator has a crucial role because the success of a program depends on the delivery to the sample, so it takes self-capacity to run the program to foster life skills (J. Bae, 2022). This research is in line with several previous studies suggesting an increase in the integration of life skills through an explicit, intentional program carried out by operators for developing life skills. The operator and program influence review and implementation to maximize life skills development (Bean et al., 2018; Kendellen & Camiré, 2017). The strategy for delivering the operator's life skill program is a fundamental unity. Considering the operator's knowledge and experience for program implementation, an intercon-

nected understanding between operators and samples is required so that they can understand easily and express thoughts and feelings due to the operator and samples' reciprocal relationship.

Life skill development is important to achieving individual engagement with opportunities to realize synergy to overcome various problems through social skills. Life skills can be adapted to various implementations to reach a solution. Through life skill improvement, there is an increase in social competence so that the sample can translate various subskills of life skills as a form of critical ability needed for engagement between individuals and groups in diverse social environments to maintain social movement efforts. The life skills of the late adolescents had improved through the integration of life skills in sport training programs in a structured and planned manner.

It is necessary to examine factors in life skills subskills, such as emotional and interpersonal skills, which showed no significant changes. Despite the systematic implementation of the program, there is skill development at an individual level, referring to skills to overcome difficulties and challenges based on self-efficacy or self-control. For example, interpersonal skills are a group level that requires skills to create an atmosphere of interaction with others outside of self-regulation (J. S. Bae, Cho, et al., 2021). Interpersonal factors are different from individual-level subskills, which tend to be more holistic due to the need for partners to implement these subskills so that training opportunities are more open. At the individual level, change tends to be higher because it is relatively easy for individuals to think and reflect on themselves during the program (Kramers et al., 2020; Pierce et al., 2022).

CONCLUSION

This study conducted the implementation of a life skill program for adolescents. Some of the results showed an influence on the sample life skills subskills. It indicates that the life skill program effectively developed the sample life skills. Implementing a life skill program requires the operator's role to channel understanding of life skill subskills to the sample. The operator must have a sense of care and concern from their main role as a guide to teach each life skill component, especially emotional and interpersonal skills.

CONFLICT OF INTEREST

The authors declared no conflict of interest.

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