

**Sport Climbing Programs for Developing Life Skills of Teenagers****Rd. Herdi Hartadji^{1*}, Amung Ma'mun², Yudy Hendrayana², Tite Juliantine³**¹Department of Physical Education, Universitas Siliwangi, Indonesia²Department of Sports Education, Postgraduate Program, Universitas Pendidikan Indonesia, Indonesia**Article Info***Article History :**Received March 2024**Revised April 2024**Accepted Mei 2024**Available online September 2024**Keywords :**intentionally structured program, life skills, sport climbing, teenagers***Abstract**

Life skills are skills needed to face the demands and challenges of everyday life so that these skills should be integrated in learning and various sports and recreational activities. However, studies on programs that are deliberately structured for developing life skills, especially through wall climbing activities, are scarce. This study aimed to examine the effectiveness of the intentionally structured program for life skills integrated in wall climbing activities. This research is experimental research with pretest-posttest control group design with more than one experimental group. This study involved 39 junior high school students aged 13-15 years divided into three groups randomly. The first group applied wall climbing activities based on the intentionally structured program for life skills. The second group applied wall climbing activities, while the third group was the control group. The treatment was conducted in 8 meetings, twice meetings per week, with a duration of 90 minutes for each meeting. The instrument used in this study was the Life Skill Scale for Sport (LSSS) questionnaire to measure life skills adapted from Cronin research. The results showed that the group implementing wall climbing activities integrating the intentionally structured program for life skills had a more effective impact than the group applying wall climbing activities without integrating the intentionally structured program for life skills and the control group. This study concludes that the implementation of the intentionally structured program for life skills in sport climbing activities have a significant impact on the life skill development of students.

INTRODUCTION

The concept of transfer represents the process between internalising the life skills learned in sports and generalising these life skills by applying them in the context through sports (Pierce et al., 2017). Life skills are diverse and can include behavioural, cognitive, interpersonal, and intrapersonal skills, such as personality, honesty, and perseverance (Danish et al., 2004). It is important to develop life skills in a variety of ways for young people to prepare them for future challenges. This could be through a structured youth sport programme delivered in an appropriate manner, which is seen as an appropriate context for life skill development (Petitpas, Cornelius, Van Raalte, & Jones, 2005). Life skills that can emerge during sport participations include goal setting, teamwork, leadership, communication, time management, and emotional control (Gould & Carson, 2008). It is possible that the revealed components of life skills will also be able to emerge when doing rock climbing sports emphasizing on life skill programs. This is in accordance with other research showing that the sport programs deliberately structured to teach life skills are more suitable for promoting positive adolescent development compared to the unintentional sport programs (Bean & Forneris, 2016). Activities to develop life skills can be broadly defined. It includes sporting activities, hence the term Positive Youth Development through Sports aimed to facilitate youth development through active experiences and processes in adult-supervised programs to gain transferable personal and social life skills along with physical competence. These skills and competence outcomes will enable participants in youth sport programs to thrive and contribute to their communities, both now and in the future (Holt, 2016).

The major problem in the life skill development in sports is the common assumption within the sport community that life skills automatically result from mere sport participations (Gould & Carson, 2008). A major challenge for those interested in developing life skills is the prevailing myth held by coaches and parents that sport by itself teaches young people life skills (McCallister, Sarah, Elaine, Blinde, 2000). There are people who think that life skills do not need to be taught deliberately, assuming that sports already contain the components of life skills, so that life skills can automatically be understood and transferred by athletes

in their daily lives (Gould & Carson, 2008). Sport is able to provide a basis for youth to learn about themselves and acquire skills that will prove useful later in life (Petitpas et al., 2005). This view is shared by others who argue that sports have the capacity to build and motivate people in ways not found in other aspects of life, such as schools and clubs (Hansen & Larson, 2007). In addition, interpersonal skills (such as social skills, respect, and leadership) and personal skills (such as discipline, independence, and goal setting) are important skills that youth need to succeed in life (Jones & Lavalley, 2009). Life skills can be intentionally taught through appropriately delivered sport sessions (Allen et al., 2015). Also, organised sports have the potential to play an important role in contributing to positive youth development; it is important to note that positive youth development through sport is not automatic, but instead, depends on many factors that must be considered when planning and designing youth sport programs (Fraser-thomas et al., 2007).

It is necessary to identify physical activities that can bring life skills to be transferred into the daily lives of students. There are many types of physical activities that can be an option as an effort to develop physical activities to be more meaningful in the positive youth development (PYD) context. One of them is rock climbing. The wall climbing can be shaped according to the available land. Also, the movements in rock climbing are more challenging and require more accuracy. Rock climbing is not yet a sport that is widely practised in the community, but it should be remembered that rock climbing is a sporting activity. In line with this, a study revealed that sports can have a positive impact on youth development, such as golf activities for improving their life skills (Weiss et al., 2013). From the research, we saw the golf activity as a sport activity as well as rock climbing. Therefore, it is possible that rock climbing has the potential to improve life skills, especially in helping young people develop themselves positively.

In conducting sport activities, there must be a program designed to improve the quality of life skills that does not only emphasize on the physical aspects. In rock climbing, there are also positive aspects related to the Positive Youth Development (PYD) framework through sports supported by the life skills contained in it as revealed in the results of a study. Climbing has a

great positive value involving the body and mind and supporting elements that regulate motor function, coordination skills, and concentration. Psychological and emotional aspects are important to perform and develop psycho-social and affective-emotional skills related to life skills, thus representing a mean to promote well-being and health (De Vita & Rosa, 2018, Nur et al. 2021). From the results of these studies, there is evidence that rock climbing not only develops physical aspects but also has potential to develop psycho-social aspects, attitudes, and emotional skills related to life skills.

Research on the development of life skills has been carried out. A study revealed that there is a very strong and significant influence of extracurricular activities on the development of student life skills (Nuri et al., 2016). The study implied that the management and implementation of extracurricular activities would have an impact on the development of student life skills. Also, there are other aspects that support the development of student life skills, including the competence of teachers, motivation of students, and support from parents. Another research on extracurricular activities for developing life skills in schools revealed that the life skill development of students involved in volleyball extracurricular activities, integrated with life skill components, was better compared to the life skill development of high school students participated in volleyball extracurricular activities without the integration of life skill components in the program (Rohmanasari et al., 2018). Meanwhile, another previous research revealed that outdoor education activities with the life skill integration could encourage better results on positive youth development compared to groups that only participated in outdoor education activities (Pratama, 2020). In addition, a research on the development of other life skills revealed that structured physical education and sport programs deliberately created to produce quality sports and physical education activity programs could contribute to the development of life skills in the positive youth development context (Wardani, 2021). From previous studies with various research methods for developing life skills through sport activities, similar results were found. Sport activities could help develop life skills that would have an impact on the positive development of the younger generation.

This research focused on the development of life

skills through sports activities, namely rock climbing to support the positive development of young people. The movement pattern and wall climbing have been forming a vertical path which is quite difficult for beginners, especially for school students. In addition to have a good physical quality in holding body weight, a high vertical path will make students feel afraid to do wall climbing. For this reason, wall climbing movements for junior high school students still need development tailored to the growth and development level to make it easier for students to do by not changing the essential movements. Furthermore, rock climbing training carried out in junior high schools in Tasikmalaya City had been carried out according to the proper portion and training program, so that the development of the quality of life skills was still natural. Therefore, it is necessary to apply life skills such as perseverance, goal setting, emotional control, honesty, and respect into an integrated and structured program so that the positive impact will be clearly felt. The purpose of this study was to determine the effectiveness of the intentionally structured program in wall climbing activities to develop student life skills. The novelties of this research include the integration of intentional structured programs in sport climbing, junior high school student samples, and challenges requiring creative thinking and quick decision making in sport climbing.

METHODS

This research is a quasi-experimental study with a pretest-posttest control group design involving more than one experimental group to investigate the effectiveness of the intentionally structured program for improving life skills through sport climbing activities for teenagers. The research method chosen for this study was the experimental method since the main objective of the study was to test the hypothesis and explore the effect of one independent variable on one or more dependent variables (Fraenkel et al. 2012). In experimental research, researchers investigate the impact of at least one independent variable on one or more dependent variables, where the independent variables are intentionally manipulated to study their effects on outcomes (Fraenkel et al. 2012). This study fulfilled the two basic conditions of experimental research, including two or more conditions (sport climbing activities integrating life skills and sport climbing activities non-

integrating life skills) as treatment conditions (independent variables) and life skills as the dependent variable. This research also applied three key elements in experiments, namely the creation of treatment conditions, manipulation of variables, and control of extra variables.

dents at SMP Negeri 4 Tasikmalaya aged 14-16 years, with a total of 310 students distributed in 8 classes. The selection of Grade VIII as the target population was based on the consideration that this age level reflects the right age range to understand and observe the development of life skills through rock climbing activities.

Table 1. Life Skill Scale for Sport (LSSS) Questionnaire Adapted from Cronin (2017)

Indicators	LSSS Item
Teamwork	Work well within a team/group. Help another team/group member perform a task. Accept suggestions for improvement from others. Work with others for the good of the team/group. Help build team/group spirit. Suggest to team/group members how they can improve their performance. Change the way I perform for the benefit of the team/group.
Goal setting	Set goals so that I can stay focused on improving. Set challenging goals. Check progress towards my goals. Set short-term goals in order to achieve long-term goals. Remain committed to my goals. Set goals for practice. Set specific goals.
Time management	Manage my time well. Assess how much time I spend on various activities. Control how I use my time. Set goals so that I use my time effectively.
Emotional skills	Know how to deal with my emotions. Understand that I behave differently when emotional. Notice how I feel. Use my emotions to stay focused. Understand other people emotions. Notice how other people feel. Help others use their emotions to stay focused. Help other people control their emotions when something bad happens.
Interpersonal communication	Speak clearly to others. Pay attention to what someone is saying. Pay attention to people body language. Communicate well with others.
Social skills	Start a conversation. Interact in various social settings. Help others without them asking for help. Get involved in group activities. Maintain close friendships.
Leadership	Set high standards for the team/group. Know how to motivate others. Help others solve their performance problems. Be a good role model for others. Organise team/group members to work together. Recognise other people achievements. Know how to positively influence a group of individuals. Consider the individual opinions of each team/group member.
Problem solving and decision making	Think carefully about a problem. Compare each possible solution in order to find the best one. Create as many possible solutions to a problem as possible. Evaluate a solution to a problem.

Participants

The population of this study was Grade VIII stu-

In addition, Grade VIII is also considered a strategic educational level to understand the impact of life skills integration in rock climbing activities on student devel-

opment holistically. All parents or guardians had given written consent for the children to participate in the program. Approval was also obtained from the school principal.

Sampling Procedures

The random sampling procedure was used in this study by assigning an identification number to each individual in the population and then using a lottery or device to randomly select 39 students. Then, the 39 students were randomly divided into 3 groups, with each group consisting of 13 students. This approach ensures that every individual in the population has an equal chance of being part of the sample, so that the results of the study can be more representative and can be applied more broadly to the original population (Fraenkel et al. 2012).

Materials and Apparatus

The instrument used the Life Skill Scale for Sport (LSSS) questionnaire to measure life skills adapted from Cronin (2017) research. It contains eight main life skill components, consisting of 47 question items with closed question types, with a Cronbach's Alpha test result of 0.92. The range of value scale employed a five-point scale range from 1 (not at all) to 5 (very much). The LSSS instrument grids are shown in Table 1.

Procedures

In the implementation of the study, the researchers divided the students into three groups, namely the first group that implemented the intentionally structured program for life skills in wall climbing activities, the second group that implemented the wall climbing activity programme without integrating the intentionally structured program for life skills, and the third group as the control group by conducting conventional wall climbing activities.

The researchers designed the principles and activities implemented in rock climbing training with a life skill integration. Firstly, the first group of adolescents engaged in a rock climbing training model that explicitly integrated life skills. In this group, learners got a learning experience that not only focused on the physical and technical aspects of rock climbing, but also specifically emphasised the development of life skills, such as teamwork, decision-making, and emotional management. Meanwhile, the second group of teenagers followed a rock climbing training model that did not involve an explicit integration of life skills. The main focus remained on the technical and physical aspects of rock climbing, with no specific emphasis on the life skill development. The third group of adolescents, as the control group, did not involve in rock climbing training and did not receive the life skill integration. With no exercise or life skill development interventions, the control group helped understand the specific impact of the rock climbing exercise model and the life skill integration on the adolescent understanding. The details of the program activities can be seen in Table 2. The program was carried out twice a week for 8 meetings for each group with the duration of 90 minutes for each program carried out after school learning activities.

Design or Data Analysis

The results of the data measurement were then analysed to test the normality and homogeneity of the data. Then, a t-test was conducted to discover the difference of the influence among the three groups.

Table 2. The Developmental Progression of Curriculum and Content for Life Skills

No	Intentionally Structured Program for Life Skills (Curriculum)	Wall Climbing Activity Program (Content)
1	Goal Setting	Understanding the Basics of Wall Climbing
2	Teamwork	Basic Wall Climbing Techniques
3	Social Skill	Strength and Physical Condition
4	Time Management	Improved Techniques and Strategies
5	Interpersonal Communication	Actual Wall Climbing
6	Leadership	Specialised Training
7	Emotional Skill	Climbing with Obstacles
8	Problem Solving & Decision Making	Evaluation and Refinement

RESULT

Table 3 presents data processing results of the difference value (n-gain) on pretest and posttest. The difference of the number of new climbing and wall climbing movement groups integrating life skills was 524, while the difference of mean value was 41. The difference of the number of climbing movement groups and the new wall climbing without integrating life skills was 296, while the difference of the mean value was 23. The difference of the number of movement groups without climbing and the new wall climbing without integrating life skills was 252, while the difference of the mean value was 19.

sample groups, namely 1) the climbing movement group and the new wall climbing resulting from development by integrating life skills, 2) the new climbing and wall climbing movement group without integrating life skills, and 3) the movement group without the new climbing and wall climbing without integrating life skills.

The results of data processing of the difference test between the Experiment Group 1 and Experiment Group 2 gained t value of 8.61 and was greater than t table (1.71). It concludes that there was a difference between the two groups. The results of data processing of the t-test between the Experiment Group 1 and the

Table 3. Descriptive Data Results

	Experiment Group 1 (X ₁)			Experiment Group 2 (X ₂)			Control Group (X ₃)		
	Pretest	Poststest	Gain	Pretest	Posttest	Gain	Pretest	Poststest	Gain
Sample	13			13			13		
Total	2241	2765	524	2214	2510	296	2071	2323	252
Average	172	213	41	170	193	23	159	179	19
Standard Deviation	3.30	3.46	5.10	4.47	3.06	5.54	3.13	3.24	4.77
Variance	10.89	11.98	26.06	19.95	9.38	30.66	9.79	10.52	22.78

Table 4. Independent T-Test Results

Compare Group	Average N Gain	t _{value}	t _{table}	Conclusion
Experiment 1	41	8.61	1.71	Significant
Experiment 2	23			
Experiment 1	41	11.3	1.71	Significant
Control	19			
Experiment 2	23	1.97	1.71	Significant
Control	19			

The results of normality tests showed that the value obtained in the climbing movement group and the new wall climbing as a result of development by integrating life skills was Sig. (2-tailed) of 0.68 > 0.05, then the data were normally distributed. The new wall climbing and climbing movement group without integrating life skills gained Sig. (2-tailed) of 0.77 > 0.05, then the data were declared normally distributed. Movement group without climbing and new wall climbing without integrating life skills obtained Sig. (2-tailed) 0.19 > 0.05, so the data were declared normally distributed.

The results of homogeneity tests were also obtained. The test gained Sig. (2-tailed) of 0.751 > 0.05, then the data were homogeneous. To test the effectiveness of the model, the independent t-test was used. The independent t-test was used to determine whether there was a difference in the mean of more than two unpaired

Control Group obtained the t value of 11.34 and was greater than t table (1.71). It indicates that there was a difference between the two groups. The results of data processing of the t-test between the Experiment Group 2 and the Control Group gained t count of 1.97 and was greater than t table (1.71). It concludes that there was a difference between the two groups.

DISCUSSION

Based on the independent t-test, the mean of the three groups of rock-climbing training model development was significantly different. The difference of the mean value between the training group integrating life skills in the new wall climbing and the new wall climbing without integrating life skills was significantly different. The new wall climbing movement group developed by integrating life skills had a more significant impact on life skills than the new wall climbing movement group without integrating life skills. Furthermore, there was a difference between the results of the training group integrating life skills in the new wall climbing and the group without climbing and without integration of life skills. The wall climbing movement group integrating life skills had a more significant impact on life skills than the movement group without climbing

and without integration of life skills. The results of the research findings interpreted that the group implementing wall climbing integrating life skills obtained more influence on life skills in the positive youth development context than the group implementing the new wall climbing without integration of life skills and the group without the new wall climbing and without integration of life skills.

The research findings found that the wall climbing was an effective implementation of the rock-climbing activity model in developing student life skills. This activity helps in the development of physical, mental, self-confidence, and social skills. Through rock climbing activities, students can face challenges, develop their abilities, and become more resilient and confident individuals. Climbing and wall climbing movements involve various body movements, such as climbing, hanging, and jumping. These activities help develop the student physical strength, balance, and motor coordination. Through climbing and wall climbing, students can improve their overall physical fitness, thus helping them in maintaining a healthy and fit body. Rock climbing activities require focus, perseverance, and quick decision-making, encouraging students to learn to overcome obstacles and face challenges with strong willpower. Through climbing movements and wall climbing, students are able to develop mental skills, such as courage, resilience, and problem solving. They can learn to evaluate situations, plan strategies, and make the right decisions. Another finding found that when students successfully climbed a climbing wall or complete a rock-climbing challenge, they felt a sense of personal success and achievement. This condition increases self-confidence and belief in their own abilities. Through these activities, students also learn to face fears and overcome fears. They learn to rely on themselves, face challenges, and overcome limitations that they may think impossible. The designed rock-climbing activities applied in the groups also affected students to learn to cooperate, communicate, and support each other. Students also demonstrated the development of social skills, such as teamwork, effective communication, and empathy through the wall climbing activity. They also learnt to listen and understand the perspectives of others and to appreciate the role of each individual in achieving the common goal.

In this study, the integration of life skills as an in-

tegral element in the sport program allowed the transformation from sport outcomes to societal development outcomes. The integrated life skills include teamwork, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, problem solving, and decision making. The integration of life skills does not only view sport as a mean of achieving physical achievement, but also as a vehicle for character building, life skill development, and contribution to broader social development. Teamwork teaches the true meaning of cooperation and mutual support within a team. Goal setting provides a solid foundation for setting better life goals. Time management improves time management skills that can be applied throughout life. Emotional skills assist individuals in managing and understanding emotions in a healthy manner. Interpersonal communication enriches interpersonal communication skills. Social skills create the ability to establish healthy social relationships. Leadership fosters responsible leadership, while problem solving and decision-making train the ability to solve problems and make the right decisions. The research findings support previous research findings that sport has been advocated as an ideal place to develop life skills (Hansen & Larson, 2007). Several studies have shown that the teamwork (Holt, 2007), goal setting (Holt et al. 2012; Holt et al. 2017), time management (Fraser-Thomas & Côté, 2009), emotional skills (Brunelle et al., 2007), communication (Gould et al., 2007), social skills (Gould et al., 2012), leadership (Camiré et al., 2009), and problem solving and decision making (Strachan et al., 2011) are developed through sports. From the results of these studies, the development of life skills would have an impact on the development of teamwork, goal setting, time management, emotional skills, communication, social skills, leadership, problem solving, and decision making.

The results of this study implied that students have the ability to work together with their peers to overcome obstacles and reach the top. This requires an effective communication, trust in each other, and good coordination between team members. Furthermore, in goal achievement, students are required to set specific goals, such as reaching the top of a certain route or overcoming certain obstacles within a specified time so that they will be accustomed to setting goals that can be applied in various aspects of their lives. When students work together to complete a climbing route, they must

communicate clearly and effectively to plan movements and strategies. This includes giving and receiving instructions, providing feedback, and working together to find solutions to challenges. As a result, students will learn how to interact with others productively and improve their verbal and non-verbal communication skills so that it can be an effective platform to improve their social skills. Wall climbing activities also encourage students to learn time management through several mechanisms related to the nature and structure of the activity. During the practice, students are given the task to complete several climbing points requiring careful thinking about how to divide time appropriately so that the activity can be completed within the set time limit. When students work together to complete climbing routes or provide supports to each other, they learn to listen, interpret body signals, and give clear directions. It can help improve verbal and non-verbal communication skills. Thus, students can gain strong interpersonal communication skills that can help them in various daily life contexts. When students climb, they have to make important decisions, such as choosing the right route and managing risks effectively. This allows them to develop good decision-making skills as an important aspect of leadership. In addition, they also learn to take responsibility for their own decisions and their own safety and understand the importance of teamwork and supports. In overcoming these obstacles, students also learn to regulate their emotions, develop perseverance, and increase tolerance for frustration.

Through the integration of life skills, sports not only provide a positive impact in the sporting achievement context, but also form individuals who contribute positively to society. Thus, sport outcomes, which initially focus on sporting results or achievements, evolve into societal development outcomes covering a wider range of aspects, such as leadership qualities, interpersonal skills, and sociability. The integration of life skills is an important cornerstone in creating a long-term and sustainable impact that can bring positive changes in the lives of sport participants, their surrounding environment, and society as a whole (Ma'mun et al. 2022).

CONCLUSION

The researchers concluded that the application of intentionally structured program for life skills in sport climbing activities had a significant impact on the de-

velopment of student life skills. Climbing movements and wall climbing were effectively used as the implementation of rock-climbing activity models to develop life skills in the positive youth development context for junior high school students in Tasikmalaya City. The wall climbing group integrating life skills gained more effective results than wall climbing group without integration of life skills and group without wall climbing and integration of life skills in the context of positive youth development. Researchers suggest further research to implement the intentionally structured program for life skills in different sports to find out the impact of the programs in developing the student life skills.

CONFLICT OF INTEREST

The authors declared no conflict of interest.

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