

RESEARCH ARTICLE

Integration of Life Skills in Football Training Programs in the Context of Positive Youth Development

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Abstract

The aim of this research is to determine the impact of integrating life skills in a football training program on the positive youth development. This research method uses qualitative research design with pretest-posttest control group design. The sampling technique used purposive sampling technique and sports students, Universitas Negeri Padang were the samples for this research. The research sample was divided equally (each group had 50 people) divided into 2 groups, namely; 1) integrated life skills group (Group A) and non integrated life skills group (Group B). Each group carried out the exercise 16 times. This research uses a questionnaire as a way to distribute instruments. The instrument used is the LSSS questionnaire instrument. The sampling technique uses purposive sampling. The research results show that t-count is 17.687, which means it is bigger than t-table (1.671). Apart from these calculations, a p value <0.001 was also obtained, which means there was a significant difference in results between the group that was integrated with life skills compared to the group that was not integrated with LS. Based on these differences, it can be seen that the LS integration group is better than the group that is not life skills integrated. This research provides recommendations for teachers and coaches to be able to create programs that are intentionally or integrated into various sports activities to provide better results than those that do not. These results certainly provide recommendations for future researchers to continue and conduct research that can also have a good impact on athletes in sports.

Keywords

Life skills, Positive Youth Development, Football

INTRODUCTION

Currently, the discussion about life skills for youth has become an actual topic for discussion due to various very rational reasons, such as the still high school dropout rate and open unemployment rate (Iqbal et al., 2019). Individuals are required to be ready in various challenging situations which are the impact of the constant increase in change and complexity of society, as well as the development

of social interactions, thus the use of the term life skills education (LSE) is used to characterize developmental learning activities (Marheni et al., 2022; Vijaysing Patil et al., 2021). Increasing the potential of young people through sport is linked to the consequences of developing positive life skills (Cronin & Allen, 2017). Out-of-school education certainly has a connection with the life skills development program, because development is not only limited to providing skills, knowledge, as well

Received: 30 September 2023 ; Revised ;23 December 2023 ; Accepted: 20 December 2023; Published: 25 February 2024

How to cite this article: S, A., Purnomo, E., Marheni, E., Jermaina, N., Cahyani, F.I., Saputra, D., Ikhlas, A. and Helmi, R.F. (2024). Integration of Life Skills in Football Training Programs in the Context of Positive Youth Development. *Int J Disabil Sports Health Sci*;7(Special Issue 1):29-36. <https://doi.org/10.33438/ijdsHS.1368983>

as facilities and infrastructure (Pratama & Fauzi, 2018). Developing sports skills can be the best stress coping (Haqiyah et al., 2023) in an effort to improve quality of life for young people (Beker et al., 2021; Marheni, Purnomo, Jermaina, Afrizal, Soniawan, et al., 2021). The meaningful learning that exists in sports allows young people to understand all concepts through active participation in the learning process and enable you to develop into a constructive and innovative part based on the knowledge gained (Thomas & Rajdeep, 2021).

Life skills consist of the ability to communicate effectively with peers and adults, cognitive, namely the ability to make effective decisions, interpersonal, namely persistence, or interpersonal, namely the ability to set goals (Danish et al., 2004). Life skills are divided into eight components, namely: Teamwork, Goal (Cronin & Allen, 2017). The application of a life skills program that is applied to physical education learning is very important. The group that was given LS content was the group that experienced the greatest increase in changes compared to the group that was not given life skills content, namely discipline and motivation (Yusup et al., 2021).

Life skills not only help youth achieve success in sports activities, but can also contribute to individual success in non-sports environments. Currently, football coaches and players are trained using abstract and decontextualized football concepts which aim to help communication between coaches, good communication between coaches and players is able to optimize skill development and team coordination (Vaughan et al., 2021). Communication built between coaches and football players can create synergy in developing talent and increasing achievement for young people. Integrating life skills through football is one way to implement the PYD (positive youth development) program. Life skills include techniques and skills that are important and useful for professional life, thus the role of sports activities can teach important life skills for individuals and society (Tasleem Arif et al., 2019).

Sport, especially football, is the most obvious influence of globalization, which is sociologically illuminating, because it has been the most popular sport since the 19th century (Giulianotti & Robertson, 2004). Given the global role of football, it is important to consider its role in promoting and developing life skills (Iqbal et al., 2019). According to data released on the FIFA website entitled 'Big

Count' in 2006, FIFA is trying to record all football players in all parts of the world from the American continent to Australia, including Indonesian players. The number of Indonesian players recorded by FIFA is 7,094,260 players, making Indonesia ranked 7th in the world. Unfortunately, only 66,960 players are registered with FIFA, with details of 800 professional players, 1000 futsal players, 62,600 U-18 junior players. It is still unclear whether the rest who have not registered with PSSI are what kind of players they are or whether they are simply not registered. This data was released 14 years ago, perhaps now it could increase further with the rise of women's football and the number of football schools spread throughout Indonesia. This is a great opportunity to promote life skills into football. This is one way to introduce life skills programs in football.

LS education has a basic function in strengthening individuals' abilities to meet society's demands and helping them face problems (Sharma, 2022). Mastery-oriented environments have been reported to be most appropriate in providing a context in which youth can develop a variety of skills, including life skills (Iqbal et al., 2019). Thus, football programs can be considered to improve the life skills of teenagers. Parental involvement in life skills programs will lead to greater efficiency in efforts to support teenagers in sports achievements (Raja & Gupta, 2012). This is because parents can be the main supporters in motivating young people to continue to develop in the realm of sports which can improve their standard of living.

LS not only help teenagers achieve succeed in sports but also help teenagers to be ready for life in society (Taslim Arif et al., 2018). The results of research on after-school programs show that teenagers learn skills for help them be a guide to a better direction in life to build resilience for life in the future (Chauke, 2022). The practice of sports in adolescents has the potential to help adolescents a guide challenges of life. Thus, it is important for schools to involve teenagers in taking part in life skills development programs as part of the school management body in order to develop a better young generation. Sport activity based PYD programs providing new experiences in building assets to improve overall youth well-being (McDavid et al., 2019). Implementing PYD-based sports guidance can help improve the mental well-being of teenagers while improving physical fitness (Ho et al., 2017).

MATERIALS AND METHODS

This study was performed by adhering to the Helsinki Declaration. Ethical approval of the study was obtained from Komisi Etik Penelitian Kesehatan Universitas Negeri Semarang at the board meeting dated 13 July 2023 and numbered 114/KEPK/EC/2023. Participant provided informed consent, with the volunteer form covering research details, risks, benefits, confidentiality, and participant rights. The research strictly adhered to the ethical principles of the Declaration of Helsinki, prioritizing participant's rights and well-being in design, procedures, and confidentiality measures.

Participants and Procedure

A research design can guide or direct the implementation of the research process. Research design aims to provide researchers with clear and structured guidance on how to conduct research. Methods are the steps used to achieve goals, and the study aims to determine, explain and conclude problem solving in a certain way according to research procedures. The research hypothesis in this study was tested using experimental methods. The research design used in this research is Pretest-Posttest Control Group Design.

This design was used because in this study there were two groups chosen randomly and then given a pretest and posttest to determine the initial and final conditions in the experimental group and control group. The group in this research were sports students who were studying football at the Faculty of Sports Science, Universitas Negeri Padang. The research sample consisted of students (male) who were in semester 2 with an average age of 17.8 years.

Group A is the treatment group that integrates the life skills program into football training. This group held 16 meetings. Life skills components are categorized as behavior, mental processes, interpersonal relationships, and the ability to improve oneself and others (Cronin & Allen, 2017). Life skills can be categorized as interpersonal (i.e., abilities that are helpful during social contact, such as the capacity to work in a team) or intrapersonal (i.e., skills that are more internal, such as attention) (Kendellen et al., 2016; Suardika et al., 2022).

Meanwhile in group B there was football training without 16 meetings without any integration of life skills into football training. This

Statistical Analysis

group really only focuses on football training (passing, shooting, dribbling and heading) without any other components that are deliberately integrated into football training. By using a purposive sampling technique, it was obtained that each group had a sample size of 50 people.

The division of research groups can be seen in table 1 below.

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
A	O ₁	X	O ₂
B	O ₃		O ₄

Information:

A: integrated life skills group

B: non integrated life skills group

O₁: pre-test integrated group life skills

O₂: post-test integrated group life skills

O₃: pre-test group non integrate life skills

O₄: post-test group non integrate life skills

X: integrated life skills football training program

Data Collection Tools

Data was collected using a questionnaire containing the Life Skills Scale for Sport instrument (Cronin & Allen, 2017). The questionnaire used has been expanded according to research needs. The questionnaire was filled out 2 times. The first is carried out before the research is carried out (pre test) and the second is carried out after the research is completed (post test).

Instrument

In the development of LS, the instrument used is the Life Skills Scale for Sport (LSSS) questionnaire instrument (Cronin & Allen, 2017). The LSSS questionnaire instrument was designed to measure the life skills of teenagers who participate in sports in the age range 11-21 years. This instrument contains 8 life skills, namely, teamwork, goal setting, time management, intrapersonal communication, social skills, leadership, problem solving and decision making. Then the instrument contains eight main life skills components consisting of 47 question items with closed question types. The value scale range used is a five-point scale ranging from 1 (not at all) to 5 (very much).

Hypothesis testing based on research questions and hypotheses uses t-test. T-test is a

$$t_{hit} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{S_1^2}{n} + \frac{S_2^2}{n}}}$$

parametric test used to determine whether there is a mean difference between two groups or two unpaired groups with the intention that the two groups of data come from different subjects. Figure 1. T-Test Formula (Sugiyono, 2011)

Information:

\bar{x}_1 = variable average 1

\bar{x}_2 = variable average 2

s_1^2 = variable standard deviation 1

s_2^2 = variable standard deviation 2

n = number of samples

RESULTS

After obtaining research data, data processing is carried out. Before carrying out the results test, an assumption test is carried out with uniform normality and homogeneity as in table 2 below.

Table 2. Normality Test (Shapiro-Wilk)

			W
Post Treatment	-	Pre Treatment	0.940
Post Control	-	Pre Control	0.926

Note. A low p-value suggests a violation of the assumption of normality

Based on the normality test above, the value obtained in this group was > 0.05, so the results of the research were normally distributed. Meanwhile, in table 4 you can see the results of the homogeneity test calculations.

Table 3. Homogeneity of Variances Test (Levene's)

	F	df	df2	p
Treatment	144.901	1	98	0.066
Control	0.504	1	98	0.096

Note. A low p-value suggests a violation of the assumption of equal variances

Based on the homogeneity test above, the value obtained in this group is > 0.05, so the results of this research are homogeneous in distribution. Apart from looking at the results of tables 2 and 3

above, you can also see the results of the normality and homogeneity tests in figure 1 and 2 below.

Based on the results of the research that has been carried out, overall data is obtained which can be seen in table 4 below.

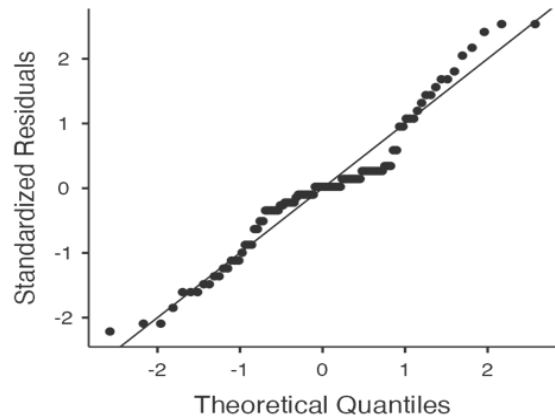


Figure 1. Q-Q Plot Treatment Group (A)

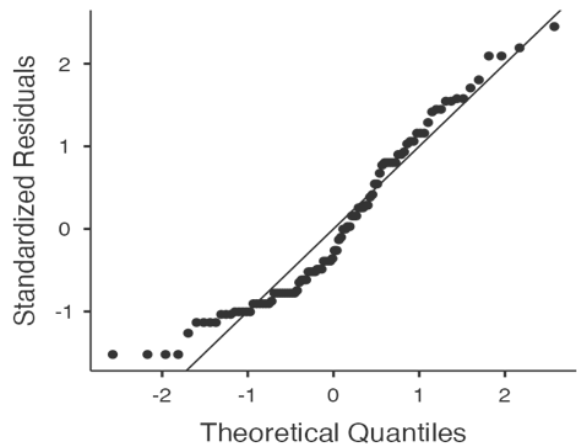


Figure 2. Q-Q Plot Control Group (B)

Overall research data can be seen in table 4 above. Data consisting of the life skills integration group (post and pre-test) and the non-life skills integration group (post and pre-test) have a normal distribution or > 0.05. Furthermore, hypothesis testing with an t test can be carried out at the next stage.

Testing is carried out to prove what the author proposes based on the problem formulation. The statistical approach used to test the hypothesis is the difference test. This test aims to determine significant differences between the two treatments, namely the football group with integrated life skills and the football group without integrated life skills.

The t-test in this study was carried out to determine the effect on the football group integrated

with life skills and football without integrated life skills, so a t test was carried out. Decision making is based on the following provisions:

H₀: There is no difference in the influence between the football group with integrated life skills and football without integrated life skills on increasing positive youth development

H₁: There is a difference in the influence between the football group with integrated life skills and football without integrated life skills on increasing positive youth development

Based on the calculation results of the samples t-test, the results obtained for each group are as follows.

$$t = \frac{37,17 - 5,20}{\sqrt{\frac{11,6^2}{50} + \frac{5,359^2}{50}}} = 17,687$$

Figure 3. T-test Results

Table 4. Description of Research Results

	Integrated Life Skills		Not Integrated Life Skills	
	Post Test	Pre-Test	Post Test	Pre-Test
N	50	50	50	50
Mean	448	408	414	408
Std. error mean	0.22	1.63	1.14	1.06
95% CI mean lower bound	447	405	411	406
95% CI mean upper bound	448	411	416	410
Median	448	406	414	405
Standard deviation	1.60	11.6	8.06	7.51
Minimum	445	390	402	400
Maximum	450	429	430	427
Shapiro-Wilk W	0.91	0.939	0.948	0.866

Note. The CI of the mean assumes sample means follow a t-distribution with N-1 degrees of freedom

The criteria for accepting and rejecting the hypothesis are as follows. The criteria for accepting H₀ if $-t(1-1/2\alpha) < t < t(1-1/2\alpha)$ in other cases are rejected (Darajat & Abduljabar, 2014), for $\alpha = 0.05$ and dk $(n_1 + n_2 - 2) = 58$, then the hypothesis t count in the distribution table is 1.671. The value obtained is t-count $(17.687) > t$ -table (1.671) , so H₀ is rejected and H₁ is accepted, meaning that there is a difference in influence between the integrated football life skills group and the football group that does not integrate LS on increasing positive youth development.

Based on the t-test calculation above, it is very clear that there is a difference in the influence between the treatment (group A) and control (group B) by comparing t-count with t-table. However, apart from the data above (manual calculations),

you can also see the results of the paired samples t-test in table 5 below.

Table 5. Paired Samples T-Test

		statistic	df	p	Mean difference	SE difference
Post Treatment	Pre Treatment	24.16	49.0	<.001	39.64	1.641
Post Control	Pre Control	7.60	49.0	<.001	5.76	0.758

Note. H_a μ Measure 1 - Measure 2 $\neq 0$

Based on the results of the hypothesis test contained in table 5 above using the paired samples t-test, with a p value <0.001 , hypothesis H₁ is accepted, which means that there is a difference in the influence between integration and non-integration life skills football training programs in

the context of positive youth development. This proves that integration life skills in football are better than those in the non-integration football group in the context of positive youth development.

DISCUSSION

Positive Youth Development (PYD) is defined as a person's capacity to excel in a competitive social, academic, and vocational environment which will then effectively demonstrate self-confidence, demonstrate relationships with others, have a morally integrated and strong character, and a caring and compassionate attitude when interacting with people other. Physical activity-based application of PYD has a positive impact on adolescent psychosocial development, such as an interactive approach and social skills (for example, empathy and caring), through which this approach can be an alternative in reducing negative adolescent behavior (Majed et al., 2022; Purnomo et al., 2024). Environmental context plays a major role in promoting life skills through physical activity, so it is important for parents to direct their children to activities that can develop teenagers' talents and potential (Marheni, Purnomo, Jermaina, Afrizal, Sitompul, et al., 2021; Palheta et al., 2022). Developing activities outside of school hours, like sports activities, aims to train teenagers' personalities as well as identify opportunities for teenagers in the future (Riciputi et al., 2019). The role of the coach provides an important influence in the development of young athletes especially in forming mental (Haqiyah et al., 2023; Wolter et al., 2022), apart from that a positive environment also has a contextual impact on the personal development of teenagers (Vierimaa et al., 2018). Other results also show that a structured life skills integration program is able to improve the quality of youth in a more positive direction, such as leadership (Bean & Forneris, 2016). This shows that in its implementation a structured life skills program carried out in out-of-school activities can influence youth development positively; these are Competence, Confidence, Connection, Character, and Caring or Compassion (Yulianto et al., 2023). Integrating positive youth development into physical activity programs is becoming popular because it is believed that this integration can create the development of youth physical and psychosocial skills (Bean et al., 2014).

Sports provide a new identity for young people. Integrating life skills programs through the sport of football is an effective way to achieve the quality of life for young people. Results of other studies shed light on the importance of social identity and positive outcomes in youth sports (Bruner et al., 2017). Sociological identity is an important symbol for teenagers to be able to adapt to the social environment. Developing positive youth can be an alternative in improving the quality of human resources through sports programs. Sports programs have the potential to develop the life skills of socially vulnerable adolescents (Hermens et al., 2017). The research results show that structured physical education and sports programs that are deliberately created contribute to supporting positive youth development (Hayat et al., 2021).

The life skills program identified higher levels of satisfaction for positive young people (Bae & Cho, 2021). Sport is an activity that has been practiced by various groups throughout the world (e.g., youth, master sports) and has various purposes (e.g., recreation, health, education, political affairs). Sports have become popular among people as social activities that unite everyone (Camiré, 2016). Young people with good sports skills are expected to be able to excel while improving their standard of living so that they are able to adapt to every challenge they will face. Implementing life skills through football programs is one way to increase positive youth. Developing football playing skills is one of the important agendas in an effort to find superior football seeds at a young age as well as improving human resources in sports.

Conclusion

PYD is an important agenda in efforts to improve life skills. Through sports, young people are trained to be able to work in teams, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, and problem solving and learn to make decisions. The findings show that the football training group that was given LS integration developed their LS more rapidly than the football training group without LS integration and the group that did not take part in sports training. In the implementation process, research results indicate that coaches should work to ensure youth develop a variety of life skills through their participation in sport. Therefore, it can be concluded that the development of life skills of

youth who take part in football training which is given life skills integration is better when compared with the development of LS of youth who take part in football training without being given life skills integration into the program. The LS program can be applied in everyday life; thus, it can be used as a way to face future demands and challenges more effectively.

Acknowledment

The authors would like to thank Lembaga Penelitian dan Pengabdian Masyarakat Universitas Negeri Padang for funding this work with a contract number: 1248/UN35.15/LT/2023.

Conflicts of Interest

The authors state that there is no conflict of interest.

Ethics Statement

The ethics committee number 114/KEPK/EC/2023 dated July 13, 2023 has approved the implementation of this research. Then consent from the samples before conducting the research was also obtained. Researchers provide security and confidentiality for all research data.

Author Contributions

Study Design, AS, EP and EM; Data Collection, NJ, FIC and DS; Statistical Analysis, AI, RFH; Data Interpretation, EP and NJ; Manuscript Preparation, EP, AS, NJ and FIC; Literature Search, FIC, DS, AI and RFH. All authors have read and agreed to the published version of the manuscript.

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