



## COMPARISON ANALYSIS OF SPORT AND NON - SPORT EXTRACURRICULAR LIFE SKILLS LEVELS AT HIGH SCHOOL IN SUMEDANG

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### Abstract

Life skills are basically a personal skill or ability that develops certain skills, attitudes, and values that can be facilitated and developed to become provisions for facing life in the future. Extracurricular is an activity carried out by students outside school hours. This activity aims to be able to develop the personality values, talents, and abilities of students in various fields outside the academic field. These extracurricular activities themselves can be in the form of sports or non - sports activities which have a positive aim for the progress of the students themselves. By participating in these activities, a person can not only develop their personality, they can also develop the talents and interests they have. Both of these activities can contribute to the cultivation and development of students' life skills. However, until now no empirical data has been found regarding the extent of the contribution of sports and non - sports extracurricular activities in the development of life skills. For this reason, further research is needed regarding life skills in extracurricular activities at school. This study aims to analyze the comparison of the level of life skills of sports and non - sports extracurricular students at senior high schools in Sumedang. This study uses an incidental sampling technique, in which anyone who meets the researcher by chance can be used as a sample if it is deemed that the person met by chance is suitable as a data source. The research method used is a quantitative descriptive method. The research instrument used was the Life Skills Scala for Sport (LSSS) questionnaire. Data analysis in this study was descriptive statistics with data processing using Statistical Product for Social Science (SPSS) version 26. The results of this study found a comparative value of the level of life skills in the group of students who took part in sports extracurriculars to get 72%, while the group who took part in extracurricular non - exercise gained 68%. Then the percentage data for each of the 8 life skills components are generated, namely the cooperation component 13%, goal setting 15%, time management 13%, leadership 11%, emotional skills 15%, social skills 20%, and problem solving and decision making components 13%. Then from the results of the data that has been obtained it can be concluded that the sports extracurricular group has a better level of life skills than the non - sports extracurricular group. And the component that dominates each extracurricular group is the social skills component.

*Keywords :*

*Life skills, sports extracurriculars, non - sports extracurriculars.*

### Introduction

The quality of human resources is an important asset for a nation or a country. Likewise with the Indonesian nation, increasing the quality and quality of human resources can be a hope for the Indonesian state to progress and develop and compete in the demands of the globalization era. The demands of the increasingly complex and competitive labor market have a negative impact on the



Indonesian nation due to the incompatibility of the relevance and output of education which has limited skills.

Based on the Human Development Index survey (2016), Indonesia is ranked 113th out of 188 countries in the world, and is in 5th place out of 11 ASEAN countries, one level above the Philippines and one level below Thailand and two levels below Brunei Darussalam. Other data shows that in Indonesia the rate of dropping out of school is still high, based on data from the Research and Development Agency of the Ministry of Education and Culture (2017), revealing that 21.92% of elementary school graduates did not continue on to junior high school, 2.18% of junior high school graduates did not continue on to secondary school. Secondary school. Yuliwulandana's research (2015), states that "the low ability of PTs is 12.6%, and around 88.4% of students enter the world of work without having life skills". So that teenagers of productive working age need to have a lot of life skills in order to be able to compete and live the demands and challenges of real life every day.

The above statement is supported by the opinion of Gould & Carson (2010), which states that "today, young people face a number of challenges, and to succeed as adults in a highly competitive and ever - changing global economy they must learn many skills and develop life skills". Quoting Cronin & Allen (2017), which states that "life skills as such are defined as the skills needed to deal with the demands and challenges of everyday life". Life skills are defined as "skills that enable individuals to succeed in the different environments in which they live, such as school, home and their environment" (Gould & Carson, 2008). World Health Organization (World Organization Health), WHO defines that life skills as "the ability for adaptive and positive behavior that enable individuals to deal effectively with demands and challenges of everyday life", which means life skills as the ability to behave adaptively and positively that allows individuals to effectively deal with the demands and challenges of everyday life (Goudas, 2010).

Life skills are basically a personal skill or ability that develops certain skills, attitudes, and values that can be facilitated and developed to become provisions for facing life in the future (Noor, 2015 : 2). According to Kent Davis (2000 : 1), life skills are personal manuals for one's body. These skills help students learn how to take care of their bodies, grow into themselves, cooperate well with others, make logical decisions, protect themselves and achieve goals in life. In line with the above understanding, the definition of life skills is basically a personal skill that can be facilitated and developed to become a provision in facing life in the future, because life skills are the interaction of various knowledge and skills that are very important for someone to have so they can live independently (Brolinj, 1989).

Extracurricular is an activity carried out by students outside school hours. This activity aims to be able to develop the personality values, talents, and abilities of students in various fields outside the academic field. These extracurricular activities themselves can be in the form of sports or non - sports activities which have a positive aim for the progress of the students themselves. By participating in these activities, a person can not only develop their personality, they can also develop the talents and interests they have. Extracurricular programs can familiarize students with skills in organizing, managing, adding insight, solving problems, according to the extracurricular



characteristics they are involved in. In addition, extracurricular activities are also a way to accommodate and develop the potential of students who are not channeled while at school.

Sports extracurricular activities are a place for coaching in schools that have the goal of developing students' interests and talents, one of which is in the field of sports. Sports extracurricular itself is a sports activity that is carried out outside of face - to - face hours, carried out at school or outside of school to broaden horizons or abilities, increase and apply the value of sports knowledge and abilities. Apart from being a place or place, sports extracurricular activities are also expected to be able to improve student achievement and physical fitness so that students are always in good shape and enthusiastic and active in every part of the learning process at school. According to Brunelle et al., (2007), combining physical education with life skills programs can improve one's character and values. Meanwhile, according to Gould & Carson (2008), sport is fundamental in teaching life skills to the younger generation because sport is an activity where skill development is a value in society to be involved. Therefore, sport plays an important role in positive developments in society. According to the opinion above, it is stated that nowadays it greatly influences the quality of a person in determining goals and social interaction skills in the environment of everyday life.

Seeing from several definitions of life skills in extracurricular activities, especially in sports, it can be said that life skills and extracurricular activities are one of the quality elements of human resources in which there are behaviors or skills that will later be produced and instilled into everyday life by students. Extracurricular activities in relation to life skills are currently important, in relation to the formation of the character of the nation's children so that they are not only able to compete but also be ethical, moral, polite, polite in interacting with society, extracurriculars are the right vehicle to explore talents and improve achievement.

Based on the explanation above, it can be understood that it is important for someone to have life skills. By having life skills, these students will be trained to deal with problems that come to them effectively. Both of these activities can contribute to the cultivation and development of students' life skills (Budiman et al., 2020 : Budiman & Rusmana, 2020). However, until now no empirical data has been found regarding the extent of the contribution of sports and non - sports extracurricular activities in the development of life skills. For this reason, further research is needed regarding life skills and extracurricular activities in schools. As for this study, extracurriculars were specified into sports and non - sports extracurriculars. Therefore researchers want to know how to compare the level of life skills possessed by sports and non - sports extracurricular students at senior high schools in Sumedang.

### Methods

The method used is a descriptive quantitative approach, which is a process of finding knowledge that uses data in the form of numbers as a tool to analyze information about what you want to know.

### *Participant*

Participants in this study were students at senior high schools in Sumedang with sports and non - sports extracurricular groups.



### *Population & Sample*

The technique used was incidental sampling, that is, anyone who met the researcher by chance could be used as a sample if it was deemed that the person met by chance was suitable as a source of data, where as many as 200 students joined sports and non - sports extracurriculars at senior high school in Sumedang. Participated in this research. Prior to data collection, sample consent was given without coercion.

### *Instrument*

Researchers used a research instrument in the form of a questionnaire (questionnaire) as a research support medium. In this study to measure the level of students life skills using the Life Skills Scale for Sport (LSSS) questionnaire instrument (Cronin & Allen, 2017). This instrument contains 8 life skills namely, teamwork, goal setting, time management, emotional skills, intrapersonal communication, social skills, leadership, problem solving and decision making, divided into 47 questions using a Likert scale with a scale range of 5 points, from 1 (not at all) to 5 (very much). The statement items in this questionnaire consist of positive (favorable) items. Instrument trials are intended to determine the level of validity and reliability of the instrument to be used as a data collection tool. Researchers used instruments adopted from journals (Cronin & Allen, 2017), with a validity result of 0.256. In this study, the validity was not retested because it had produced a total valid instrument consisting of 47 questions and all of them were valid for 7 items of cooperation, 7 items of goal setting, 4 items of time management, 8 items of emotional skills, 9 items of social skills, 6 items leadership, and 6 items solving problems and decision making. Therefore, the 47 questions that will be used in research that will be conducted by researchers. Then Cronbach's Alpha produces a number of 0.975 greater than 0.006, Cronbach Alpha Based on Standardized produces a number of 0.976 greater than 0.006 using 46 items, meaning that this instrument is said to be reliable, and can be used during research.

### *Procedure*

In the early stages the researcher looked for field facts from the problems to be investigated by observing senior high schools in Sumedang, the facts on the ground that occurred at these schools were regarding the absence of empirical data related to the extent to which sports and non - sports extracurricular activities contributed to development. life skills. For this reason, further research is needed regarding life skills and extracurricular activities in schools. Then after determining the problems that occur the researcher identifies the problems that occur to formulate the problems to be studied. Then at the implementation stage the researcher conducts research and the first thing to do is determine the population to be studied, after determining the population the researcher determines the sample to conduct the research by giving a questionnaire to the sample. In the final stage of the study after the researcher collected data on the samples used, then the researcher processed and analyzed the data so that the results of the research would be known and made conclusions about how to compare the life skills of sports and non - sports extracurricular students at senior high schools in Sumedang.



### Data Analysis

The data analysis technique used is descriptive statistics with data processing using Statistical Product for Social Science (SPSS) version 26, which is a statistical computer program capable of processing statistical data quickly and precisely.

### Result

The data obtained after the implementation of this study were the life skills scores of sport and non-sports extracurricular students at the high school in Sumedang as the sample in the study. The research findings that have been obtained are then processed and interpreted to be concluded. In collecting data using a Likert scale, the variables to be measured are translated into variable indicators. Then these indicators are used as a starting point for compiling instrument items which can be in the form of statements or questions. The categories used to determine the score of respondents in this study used 5 categorizations, namely very often, often, sometimes, rarely, and never.

Table 1 1. Assessment Criteria

Criteria	Frequency	Percentage
Never	0	0%
Seldom	2	1%
Sometimes	17	9%
Often	140	70%
Very Often	41	21%
Total	200	100%

Then generate data in table 4.6 from the answers of all respondents from the results of the scale data which produces the following presets, very often produces a percentage of 21%, often 70%, sometimes 9%, rarely 1% and not at all 0% and it is concluded that every the sample has a high level of life skills at 70% with frequent answers.

Based on the data obtained in Figure 4.1 that of the 200 sample people or respondents who have filled out the Google Form questionnaire with valid instruments, it produces the overall percentage data from the respondents' answers that have been processed, namely, in the group of students who take part in sports extracurriculars, they get 72% , whereas the group that participated in non - sports extracurriculars gained 68%.

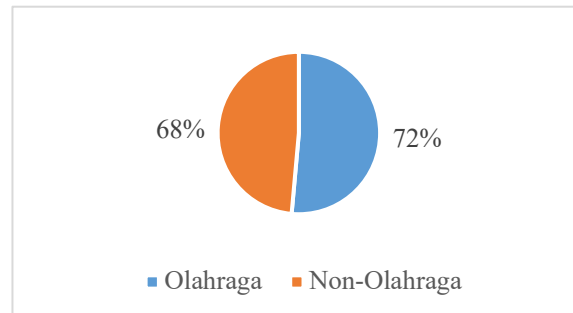


Fig 1. Results Percentage Chart

From the results of the diagram above it states that the percentage of life skills level of students who take part in sports extracurriculars is higher than students who take part in non - sport extracurriculars. It can be concluded that students who take part in sports extracurriculars develop more actively and improve their life skills.

### Discussion

Based on data analysis and research results, it shows that the level of life skills of students in high school in Sumedang can be obtained descriptively on each scale. This section aims to provide an overview of the results of a questionnaire distributed to all sample students in Sumedang in order to determine the level of life skills which are owned. Questionnaires or questionnaires were distributed to students in groups participating in sports extracurriculars and non - sports extracurriculars at high schools in Sumedang online. The questionnaire questions are an elaboration of 8 indicators namely exploring cooperation, setting goals, time management, emotional skills, social skills, leadership, solving problems and making decisions. In this study, researchers used a descriptive method which aimed to find out how the level of life skills of students who took part in sports and non - sports extracurriculars at senior high schools in Sumedang.

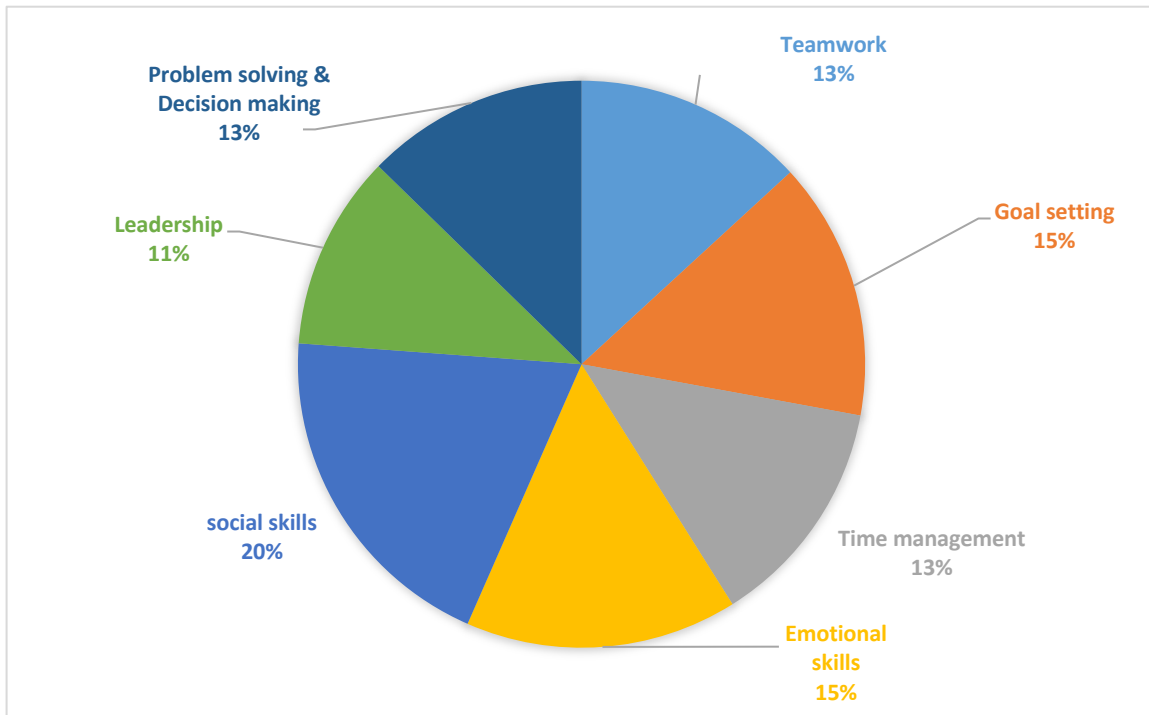


Fig 1. Life skills percentage

Based on the data collected, in this study 100 respondents were obtained, namely groups of students participating in sports extracurriculars with 100 people and students participating in non - sports extracurriculars with 100 people. From the results of the data obtained and illustrated by the percentages above, it shows the percentage for each component of the level of life skills, namely the component of cooperation 13%, goal setting 15%, time management 13%, leadership 11%, emotional skills 15%, social skills 20%, and components solving problems and making decisions 13%. The resulting data shows that the social skills component is more dominant than other aspects, because according to Rahmawati (2012 : 49), social skills are skills to interact with other people in a social context in a specific way that can be accepted by society. Social skills involve behavior that makes social relations successful and allows a person to work effectively with others (Rahmawati, 2016). It can be concluded that the social skills component is more dominant than the other components because students participating in sports extracurriculars and students participating in non - sports extracurriculars interact more with other people, the environment and the community which makes them have social skills.

From the findings of the data analysis in the comparison of students participating in sports extracurriculars and non - sports extracurriculars affecting the level of life skills in high school students in Sumedang. The data shows that students participating in extracurricular sports are more dominant in terms of life skills. In line with the opinion of Brunelle et al., (2007), combining physical education with life skills programs can improve one's character and values. Meanwhile,



according to Gould & Carson (2008), sport is fundamental in teaching life skills to the younger generation because sport is an activity where skill development is a value in society to be involved.

Sport is not only a great way to keep children's bodies healthy, but also has psychological benefits and teaches important life skills. Organized sport has many psychological and social benefits for children - even more than physical activity during play. Researchers think this is because children benefit from the social aspect of being on a team, as well as from the involvement of other children and adults. The benefits of participating in sports go beyond learning new physical skills. Sport helps children develop better ways to cope with life's ups and downs. When they exercise, sometimes they win, sometimes they lose. Playing sports helps children learn to control their emotions and channel negative feelings in healthy ways. It also helps children develop patience and understand that it takes a lot of practice to improve their skills. Children can then apply skills such as perseverance and resilience in other areas of their lives, including in the classroom at school and with other non-sports hobbies.

Students may learn some of these skills in school. Learning life skills in a variety of contexts is an important part of student development. Developing life skills is a process, meaning they take time and practice to develop. Sport can be a part of the process of developing life skills. Life skills can be learned, practiced and improved in any sport, whether team or individual. However, for these skills to be called life skills, students need to transfer these skills. Meaning that the life skills learned in sport are used in other areas of life, such as at school, at home, or in sports or other activities.

### Conclusion

Based on the findings and results of the analysis, it can be concluded that the life skills level of students who take sports extracurriculars is better than students who take non-sports extracurriculars. Then the results obtained are that the social component is more dominant in the life skills of high school students in Sumedang.

Based on the formulation of the problem that has been written, it illustrates that there are differences in the level of taste for life for each dependent variable, namely students who take part in sports extracurriculars and students who take part in non-sports extracurriculars with the independent variable, namely life skills. Thus this research can provide an overview of students' life skills through sports and non-sports extracurriculars at senior high schools in Sumedang. This research can be used as a reference for overcoming life skills with indicators that have not yet reached a good category, so that students act even better in the future, and for students who have reached a good category it can be a reference for further improving their life skills.

The weakness in this study is that it has not yet implemented the life skills component for students. Recommendations for future researchers to be able to implement Life Skills on students in order to get more detailed results.

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