

Integrating Life Skills into Basketball Training Program for Positive Youth Development

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ABSTRACT

The main objective of this study was to determine the effect of integrating life skills into basketball training for positive youth development. The method used is matching only-pretest-posttest control group design. The instrument used is the Life Skills Scale for Sport (LSSS). The study results showed a significant difference between the group that integrated life skills in the basketball training program, the group that did not incorporate life skills into the basketball training program and the group that did not engage in sports training for positive youth development. The group that integrated life skills into the basketball training program was better than those that did not incorporate life skills into the program. In addition, a better influence on the positive development of adolescents occurs in the group that integrates life skills in the basketball training program compared to the group that does not integrate life skills in the basketball training program.

Keywords: life skills, basketball, positive youth development.

INTRODUCTION

Sport is known as a means for people to develop skills that will enable them to achieve positive contributions to society. This is not surprising as the nature of sport requires persistence in learning new skills, or social and cognitive skills, as a person is supposed to work independently and help each other solve problems and make decisions (Cope et al., 2017). Sport can also improve the life skills and psychology of an individual involved in sports activities (L. Cronin, 2015). Sport can be a means to enhance social, emotional, and academic abilities. In addition, sports can also help youth collaborate with others (Hayden et al., 2015).

Sport has been considered a means that can support youth development on good terms (Jones & Lavalley, 2009). Sport can facilitate the learning process of life skills. Even the experience gained during the learning process through sports is considered a new life skill (Jones & Lavalley, 2009). However, doing sports activities alone is not enough. It requires structured exercise. Sports programs that are intentionally structured to teach life skills are better suited for developing positive outcomes for youth development than unintentional sports programs (Bean et al., 2016).

Nowadays, many young people intend to enter the world of work without continuing their education because they are considered not to be of much use in finding a job (Sziraczki & Reerink, 2004). In terms of youth development, it is called positive youth development. Sports psychology researchers have an in-depth understanding of how sport can be

regulated to reinforce positive youth development (PYD). Sport has been identified as a beneficial environment for promoting PYD as it is the most popular out-of-school activity for young people (Gould & Carson, 2008); (Guèvremont & Findlay, 2002). Representing the concept of Positive Youth Development (PYD), sport can also be identified with a beneficial environment to encourage positive youth development, because sport can be used as PYD due to its popularity as an out-of-school activity for youth (Gould & Carson, 2008); (Guèvremont & Findlay, 2002).

Sport can improve individuals' life skills and psychological abilities in sports activities (L. Cronin, 2015); (Hayden et al., 2015) revealed that exercise could improve social, emotional, and academic skills. In addition, the development of life skills has been proven to be carried out through sports activities, but youth do not know how to apply life skills in daily life. Hence, it is necessary to transfer these life skills into everyday life by involving elements such as psychological needs. For example self-control, competencies such as coping with stress, and relatedness such as social responsibility (Bean et al., 2016).

Education should not focus on eliminating unwanted behavior, e. g., violence, anti-social involvement. PYD emphasizes promoting competencies such as social, emotional, and behavioral, which can include life skills, such as communication, leadership, organization, and values (Camiré et al., 2014). Therefore, PYD is a way of looking at development and is used as a 'general term' to refer to how youth can experience optimal growth through their involvement in organized activities.

Basketball is the second most popular sport after football. This makes basketball very rapidly developing in Indonesia. It can be said that almost every school has a basketball court at their school. Many benefits are obtained from basketball, such as developing cognitive, affective, and psychomotor aspects. Researchers will carry out life skills research in the practice of playing basketball to find out how significant the impact of implementing life skills in basketball practice is to increase the development of youth life skills in a positive direction.

Regarding the result of research explained earlier, the researcher conducted life skill research in Basketball to find out the impact of the implementation of life skills in Basketball training to improve the positive life skill development of the youth. Besides, the researcher aimed to find out how to integrate the eight components of life skills in Basketball training. Thus the researchers conducted research entitled "Integrating life skills into Basketball Training for Positive Youth Development."

METHODS

Participants

In this study, the population was taken as the entire basketball of PERBASI athletes in the Buleleng Regency. Following the research design, namely the matching only pretest-posttest control group design, the sample was selected purposively (Fraenkel et al., 2012). The characteristics of the experimental group were athletes aged 14-21 years, actively participating in soccer training, and had attended for at least one year. As for the control group, the sample is aged 14-21 years and is not actively participating in sports training.

Procedure

The research was started by giving a pretest in 1 meeting. After the pre-test, the treatment was conducted for 16 sessions with 4 meetings a week. Each meeting is conducted in 100

minutes. First, the implementation of a basketball training program to enjoy life includes a series of exercises consisting of one session that must be obtained twice. The research was conducted by first introducing life skills at the beginning, applying holistic life skills teaching strategies in training, and asking questions related to life skills at the end of the activity (Experimental Group 1). Second, the group that was not involved in live training in the ball training program got in general (Experimental Group 2). A third group is a group that does not participate or is actively involved in sports training. After 16 meetings and treatment, a post-test was conducted. The test was conducted to test the life of each group after receiving treatment.

Instrument

The instrument used in this study to measure students' life development is the Life Skill Scale for Sport (LSSS) instrument. The LSSS consists of eight main life skills, including 47 statement items in the Likert scale measurement. The LSSS questionnaire was developed for youth sports participants aged 14 – 21 years. The scale includes five points, from 1 (not at all) to 5 (very much). Previous research provided evidence of the validity and reliability of this scale in adolescent sports participants (L. D. Cronin & Allen, 2017). In the current sample, the LSSS were subscales respectively and lived to maintain sufficient internal consistency with alpha coefficients from 0.82 to 0.96 (L. D. Cronin & Allen, 2017).

RESULT

Statistical tests were carried out as a prerequisite to testing the hypothesis using the normality test using the Shapiro-Wilk test and homogeneity testing using the Levene test with a significance level of 0.05. The results of the normality test and homogeneity test showed that the three groups, including the group integrating life skills in basketball training ($0.249 > 0.05$), the non-integrating life skills group in basketball training ($0.523 > 0.05$) and the control group ($0.801 > 0.05$), is usually distributed and has the same variance.

Next, test the hypothesis starting with the t-test (paired-sample t-test), which is carried out to compare the two means of the paired sample, namely the life skill scores from the pretest data and post-test data for each group. The results of the t-test in the third group are presented in Table 1.

Table 1. T-Test (Paired Sample T-Test)

Group	Pre-test		Post-test		t	df	Sig.
	Mean	sd	Mean	sd			
Basketball Training Integrating Life Skill (Experimental Group I)	185.7	3.02	202	4.98	10	9	0
[Basketball Training Nonintegrating Life Skill (Experimental Group II)]	156.1	9.7	157	10.8	6.4	9	0
Non-Sport Training Group (Control Group)	145.8	8.12	146	8.87	1.9	9	0.111

Looking at the significance test results conducted in the three groups, the authors conclude that a significant increase in this study only occurred in two groups (Experimental Group 1 and Experimental Group 2). Meanwhile, there was no significant increase in the control group. Furthermore, the difference in the significance of the increase was tested for Experiment Group 1 and Experiment Group 2, Experiment Group 1 and Control, and Experiment Group 2 and Control Group. The results of the comparison are presented in Table 2.

Table 2. T-Test (Independent Sample T-Test)

Group Comparison	T _{cal}	table	Df	Sig.
Integrating Life Skill and Training Non-integrating Life Skill	7.88	2.10	18	.000
Training Integrating Life Skill and Non Sport Training Group	12.91	2.10	18	.000
Training Non-integrating Life Skill and Non Sport Training Group	2,33	2.10	18	.188

Simply put, the analysis used is the average increase of the three groups. The procedure of comparative analysis of the mean scores obtained from the Experimental Group 1, Experimental Group 2, and Control Group.

Based on Table 2, the significance value ($0.000 < 0.05$) means a significant difference in the effect between Basketball training integrating the Life Skills program and Basketball training not integrating the Life Skills program on life development. The mean score obtained by the Experimental Group 1 was better than that of the Experimental Group 2. While the significance value of the comparison of the post-test scores of the Experimental Group 1 and

the post-test scores of the control group was 0.000, which was smaller than 0.05 ($0.000 < 0.05$), which indicated a difference. Significant influence of the life program integrating basketball and control group on the development of life development. Experiment Group 1 is better than the control group based on the average score obtained.

Furthermore, for the comparison of the post-test results of the Experimental Group 2 with the post-test results of the group, according to Table 3. This means that there is no significant difference in the effect of the development of life training and the control group on the development of life development.

The results of the independent sample t-test of the three groups, by comparing the three groups, showed significant differences between the three groups. While the comparison between Experiment Group 2 and Control Group did not find a significant difference even though the average post-test score of Experiment Group 2 was better than the Control Group.

DISCUSSION

A number of studies have shown that young people develop hope for life through exercise (L. D. Cronin & Allen, 2017); (Rohmanasari et al., 2018); (Hayden et al., 2015) with (Danish et al., 2005a) we see life as coherent, cognitive, interpersonal, and intrapersonal competence behaviors that can be learned, developed, and perfected. Using the Life Skills Scale for Sport (LSSS), researchers were able to investigate the eight skills most frequently cited by youth to be developed through sports such as timework, goal setting, time management, leadership, social skills, interpersonal communication, emotional skills, and problem-solving & decision making (L. D. Cronin & Allen, 2017). It is easier to measure the development of life skills in sports with this scale. The result of Cronin and Allen to validate this initial scale was a significant advance for the field of sport. This scale provides researchers with a measure to comprehensively assess the eight life skills. Using the scale, researchers can begin to fully address the consequences of developing life through exercise.

The results of the hypothesis test presented in Table 2 show that there are significant differences between the three groups. Meanwhile, there was no significant difference in the experimental group 2 and the control group, although experimental group 2 had a higher post-test mean score than the control group. Therefore, testing the first hypothesis shows that basketball training with integrated life skills programs obtains higher life skills than with non-integrated life skills programs and groups that do not carry out training programs.

According to (Curran et al., 2014); (Bingham et al., 2014); (Parnell et al., 2015), research often only focuses on the benefits for physical health, but it has been recognized that exercise can contribute to public health beyond the physical. For example, scientific evidence claims that outcomes associated with exercise and physical activity are not confined to the material alone but extend into social, psychological, and intellectual learning (Bailey, 2018); (Cope et al., 2017). A different non-physical outcome of participation in sports and physical activity is the development of life skills.

The results of previous studies suggest that exercise can improve character and value when combined with live programs and opportunities to engage in real experiences (Danish et al., 2005b). Sport is an essential factor in positive youth development because sport can be a medium for increasing competence and has a tremendous effect on improving positive youth life skills, depending on how an environment that supports sports contributes to positive youth development (Danish et al., 2005b). However, positive youth development is

influenced by the child's character, interaction with society, and moral development. Every child is born with different potential so that their potential must be directed to be developed into a positive person (Damon, 2004). Although the role of sport in developing youth's social skills will not be successful, (Fraser-thomas et al. , 2007) found the obstacles that can prevent positive youth development through sport using bioecological models from (Bronfenbrenner, 1999) including poor program design (early specialization). and also negative adult influences (parents and coaches).

CONCLUSION

This study deals with learning activities into basketball training programs for the positive development of youth. Researchers conducted data analysis to determine whether there were differences in the development of life in each group. Therefore, based on the results of processing, data analysis and testing, it can be obtained that:

First, there are differences in the development of the third generation in the context of positive youth development. Significant differences in the basketball training group integrate life skills. It is proven that involvement in basketball can improve life, especially if the process is integrated.

Second, there is a difference in the third life development of positive youth development. Basketball training that integrates life skill groups is better than other groups. This is due to the importance of the role of integration that is relevant to the principles of learning.

Third, there are differences in the development of life in basketball training integrating the three groups. This is due to the advantages of being involved in Basketball training, including live integration. So that the positive impact obtained is higher than the group who did not attend basketball training.

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