

DEVELOPMENT OF LIFE SKILLS THROUGH THE TAE KWON DO SPORTS EXERCISE PROGRAM FOR POSITIVE DEVELOPMENT OF YOUTH

Devi Febria Ayuningsih

Sports education, postgraduate school, Indonesian university of education, Indonesia

Abstract

This study aims to determine the difference in the effect of Tae Kwon Do training that is integrated with life skills and non-integrated life skills on the development of life skills in the context of Positive Youth Development. A total of eight life skills covering teamwork skills, goal setting, social skills, problem solving and decision making, emotional skills, interpersonal communication, leadership, and time management are integrated into the Tae Kwon Do training program. The research method used is an experiment with a Quasi Experimental Design model. The data collection technique used in this study is the LSSS questionnaire. The sampling technique used was purposive sampling. The number of samples were 30 youth members of the TSTC Tae Kwon Do Club (Twenty seven Tae kwon Do Club) aged 13-15 years which were divided into two groups, namely: Tae Kwon Do training which was given integration of life skills consisting of 15 teenagers; Tae Kwon Do training that was not given the integration of life skills consisted of 15 teenagers. The results of the study indicate that there is a difference in the effect of Tae Kwon Do training that is integrated with life skills and non-integrated life skills on the development of life skills in the context of Positive Youth Development. Tae Kwon Do training with integrated life skills is better than non-integrated life skills. The trainers can change the paradigm of the Tae Kwon Do training system by integrating life skills in a structured and deliberate sports program with the principles of teaching life skills and transferring life skills in domains outside of sports. This can form quality athletes both in terms of sports and psychosocial skills in the context of Positive Youth Development.

Keyword: SPORT, LIFE SKILLS, TAEKWONDO.

*Corresponding address: Bandung, Indonesia

*Corresponding e-Mail: Devifebria17@gmail.com

Introduction

Juvenile delinquency affects family, school, and peer relationships according to (Yamamiya, 2003) juvenile delinquency is increasingly occurring, we also see the current of moral decline that has increasingly hit since the COVID-19 pandemic. It does not only have an impact on the economy and health but also has an impact on education, therefore the government in the Covid-19 condition applies E-learning-based learning. there is a handler then there is advantages and disadvantages, which are the impact of E-Learning learning. One of the impacts of E-Learning learning is the impact of social behavior in the form of overprotective behavior, it is easier to be suspicious when other people are not in good health (Ulfa & Mikhdar, 2020).

With the above cases, therefore, there is a need for Positive Youth Development (PYD) to overcome the cases that occurred. High-performing coaches are able to create an environment (or team culture) that fosters positive adolescent development (O'Connor et al., 2020). researchers have begun to develop a framework on which to base the development of exercise programs that facilitate positive adolescent development. Positive Youth Development (PYD) is developed through life skills. Therefore, the development of life skills through sports participation is one of the three main objectives of sports training for adolescents. As stated by Côté, J., & FraserThomas (2007): (a) enable adolescents to be physically active and, therefore, to improve their physical health, (b) contribute to psychosocial development by promoting the development of life skills, and (c) encourage mastery of motor skills. One of the sports that can develop life skills for positive youth development is Tae Kwon Do. Tadesse & Michael Emru, 2016 stated that:

“Tae Kwon Do is a martial art. Tae Kwon Do is popular worldwide and is practiced by more than 30 million people in about 205 countries including Ethiopia (WTF, n.d.). Tae Kwon Prayer is also popular among children and youth in this regard, it is noted that Tae Kwon Do students start their Tae Kwon Do career at an early age. The benefits of Tae Kwon Do for teenagers are various, namely social benefits, physical benefits, mental benefits, self-defense, addiction avoidance and other benefits. In general, the results show that Tae Kwon Do training can have many aspects of positive contribution to youth well-being.”

Seeing the fact above that the Tae Kwon Do training program does not only focus on physical exercise, it can be assumed that the Tae Kwon Do training program can develop life skills for those who practice it.

The assumption is that life skills will help teenagers not only succeed in the sport they are engaged in, but can help them in their daily lives for Positive Youth Development (PYD). So that their daily life will continue to progress towards a better direction. The concept of positive youth development is broader than life skills development, and in fact includes life skills development. That is, all life skills focus on positive adolescent development, not all positive adolescent development efforts focus on developing life skills (Daniel & Sarah, 2008).

Methods

Participant

In this study, 30 participants aged 13-15 years were divided into two groups, namely Tae Kwon Do athletes whose programs were integrated with Life Skills, and Tae Kwon Do athletes whose programs were not integrated with Life Skills.

Population & Sample

The population of Tae Kwon Do athletes TSTC (Twenty Seven Tae Kwon Do) The sampling technique used was purposive sampling. The sample is athletes who have an age of 13-15 years.

Instrument

The instrument used to measure the development of individual life skills through sports is the Life Skills Scale for Sport (LSSS). LSSS has been developed for adolescent sports participants with an age range of 11-21 years (Donal & Allen, 2017). The LSSS instrument

contains eight main life skill components which include teamwork skills, goal setting, social skills, problem solving and decision making, emotional skills, interpersonal communication, leadership, and time management. The life skills component is then integrated into the Tae kwon Do training program which consists of 47 items in a closed statement type. The scale used is a Likert scale (5 points) which is 1 (not at all) to 5 (very much).

Procedure

The research method used is an experiment with a QuasiExperimental Design model. The data collection technique used in this study is the LSSS questionnaire. The sampling technique used was purposive sampling. The number of samples was 30 youth members of the TSTC Tae Kwon Do Club (Twenty seven Tae kwon Do Club) aged 13-15 years who were divided into two groups, namely: Tae Kwon Do training which was given integration of life skills consisting of 15 teenagers; Tae Kwon Do training that was not given the integration of life skills consisted of 15 teenagers.

Data Analysis

Data analysis in this study used the Statistical Package for the Social Sciences (SPSS) version 25 (IBM, New York, USA). Descriptive statistics are looking for the average value, standard deviation, the highest value and the lowest value (Niekerk, et al, 2016) calculated for all variables. One Way Anova is used to test the average difference of each variable. Alpha level p 0.05 was used to determine significance. And use the t test to see the differences in each group.

Result

This research was conducted for knowing the difference in life skills between Tae Kwon Do athletes who were given the Tae Kwon Do program integrated with life skills and athletes who were given the Tae Kwon Do program without integrating with life skills. The results showed that the average value of the Tae Kwon Do athlete group which is integrated with the Life Skills program. Each data is obtained group before being given treatment (Preetest) and after being given treatment (posttest) as follows:

Table 1. Table tittle

GROUP	N	PREETEST	POSTEST	GAIN
A	15	137.48	143,65	6.17
B	15	137.27	138.72	1.45

A: GROUP TREATMENT

B: GROUP COUNTROL

Based on table 1, it is known that the average value of group A's pretest is 137.48. the average posttest value is 143.65 and the average Gain value is 6.17. Group B has an average pretest score of 137.27, an average posttest score of 138.72 with an average gain of 1.45. From the results of the distribution of the data above, group A got an increase in the development of

Life Skills compared to Group B. then with that group A increased Life Skills development after being given Life Skills content in Tae Kwon Do practice sessions.

After being tested and given treatment, the group of Tae Kwon Do athletes who integrated life skills had a higher score on the development of life skills than the group of Tae Kwon Do athletes who did not integrate the life skills program. This is consistent with previous research that structured exercise programs designed to teach life skills may be more suitable for fostering positive youth development outcomes, when compared to unintentional sports programs (Kendelle et al., 2016)

Discussion

The participants in this study were student-athletes Tae Kwon Do who had dual career (Dual Career) as a Tae Kwon Do student and athlete in the age group 13-15 years which are included in the Training to Train or Training to training phase Compete (Balyi, I & Hamilton, A, 2004). Youth is an important asset for can grow successfully and succeed in the field they are in (Student-Athlete), because it requires life skills that devoted to balance these dual roles. Test the first hypothesis, shows that there is a difference in the development of Life Skills between a group of Tae Kwon Do athletes who are charged with Life Skills with a group of athletes Tae Kwon Do without Life Skills charge. This difference is shown from the results of the average value of development of Life Skills between the two groups, the Tae Kwon Do athlete group who Charged with Life Skills higher his Life Skills development in compare with the group of Tae Kwon Do athletes who don't charged with Life Skills.

Life Skills before starting training, during training and after training finished. Research proves that after being given a charge treatment, Life Skills group of Tae Kwon Do athletes who are charged with Life Skills automatically intentional and systematic, there is an increase in the development of Life Skills in accordance with the previous theory states, "Sports that are structured" designed to teach Life Skills may be more suitable for foster positive developmental outcomes for young people, when compared with an unintentional exercise program" (Bean & Forneris, 2016).

There are several things that make the difference between the research groups that are charged with Life Skills with unloaded groups of Life Skills. First, group Research that is loaded with Life Skills is more aware that a sports performance must be supported by preparation. Second, a sports success especially Tae Kwon Do need planning in the selection of Tae Kwon Do competitions. Third, monitoring the best time results on an ongoing basis as data that updated to plan to follow the race. Fourth, organize activity time so that they are able to prioritize important activities and can maximize rest time in order to reduce tardiness in attending an activity. Participation in sports in general is to build fitness and health, then developed into an achievement sport that aims to achieve an award in competition, for example to be able to win a medal or a champion in a competition. Tae Kwon Do sport has now turned into a very busy sport followed by groups of children and teenagers with various competitions between students and between Tae Kwon Do associations. So, the sport of Tae Kwon Do is transformed into a place to find awards or achievements that are the goal in participating in training.

However, in addition to sports that aim at skills and achievements, there are other aspects that can be used developed through sports coaching which is now starting to develop. For example, through sports, it increases a sense of responsibility, confidence, value

Social and Life Skills. Life Skills teaching has not been widely applied by sports teachers and coaches. Previous research theory stated that "Life Skills program teaching can enhance Life Skills development and students' volleyball skills (Papacharisis & Goudas, 2005)". It turns out that through sports in addition to improving skills can improve development Life Skills if in sports activities are integrated with the Life program Skills. In one activity get two results at once. Difference The development of these Life Skills further confirms that the development of Life Skills can be applied in a Tae Kwon Do training program and must be structured so that can be accepted and understood by athletes as a series of ways of thinking that Even in sports, there are levels that athletes must pass to achieve maximum performance through learning Life Skills.

With the Life Skills program, athletes not only participate in sport for the purpose of the sport itself, but rather how athletes can increase their capacity to develop their potential in sport and personal prowess. And if measured sports performance, then only the first to third place winners will get a certificate or medals, but it's different if the benchmark for athletes' improvement is development of Life Skills as personal assets for their future front. All athletes have the same opportunity to win increased Life Skills development. Life Skills teaching comes as balancing the dual career of a student-athlete Tae Kwon Do to be able to manage roles dual career (Student-Athlete). Dealing with daily routine means elite athlete must adapt to the role of an athlete. Elite athletes must develop their own strategies, such as being independent and managing limited (Li, M., & Sum, R. K. W, 2017). Then time management skills, Goal setting is one component of Life Skills that should be taught in the exercise program. Balance time as a student and time demands Tae Kwon Do training and rest time must be balanced. Then the training program Tae Kwon Do that is integrated with Life Skills can boost success adolescents in academics as students and performance as Tae kwon DO athletes.

Conclusion

Tae kwon do training with integrated life skills is better than non-integrated life skills. The trainers can change the paradigm of the tae kwon do training system by integrating life skills in a structured and deliberate sports program with the principles of teaching life skills and transferring life skills in domains outside of sports. This can form quality athletes both in terms of sports and psychosocial skills in the context of positive youth development. Conclusions based on the hypotheses that have been analyzed, it can be concluded that: there is a difference in the effect between tae kwon do training that is integrated with life skills and non-integrated life skills on the development of life skills in the context of positive youth development. Tae kwon do training with integrated life skills is better than non-integrated life skills.

References

- Donna O'Connor, Lauren Gardner, Paul Larkin, Alun Pope & A. Mark Williams (2020) Positive youth development and gender differences in high performancesport, *JournalofsportsSciences*, 38:11-12, 1399 1407, DOI: 10.1080/02640414.2019.1698001
- Forneris, Martin Camiré & Pierre Trudel (2012) The development of life skills and values in high school sport: Is there a gap between stakeholder's expectations and perceived

experiences?, *International Journal of Sport and Exercise Psychology*, 10:1, 9-23, DOI: 10.1080/1612197X.2012.645128

Forneris, Martin Camiré & Pierre Trudel (2012) The development of life skills and values in high school sport: Is there a gap between stakeholder's expectations and perceived experiences?, *International Journal of Sport and Exercise Psychology*, 10:1, 9-23, DOI: 10.1080/1612197X.2012.645128

Gao Shuqiao (2014) Social Causes of Juvenile Delinquency, *Chinese Education*, 19:2, 8-26, DOI: 10.2753/CED1061-193219028

Hudaya, Purnama, Amung Ma'mun, and Yusup Hidayat. "INTEGRATION OF LIFE SKILLS INTO THE SWIMMING TRAINING PROGRAM." *Educentric* 4.3 (2017): 150-159.

Jessica L. Fraser-Thomas, Jean Côté & Janice Deakin (2005) Youth sport programs: an avenue to foster positive youth development, *Physical Education and Sport Pedagogy*, 10:1, 19-40, DOI: 10.1080/1740898042000334890

Kendellen, K., Camiré, M., Bean, C. N., Forneris, T., & Thompson, J. (2017). Integrating life skills into Golf Canada's youth programs: Insights into a successful research to practice partnership. *Journal of Sport Psychology in Action*, 8(1), 34-46. <https://doi.org/10.1080/21520704.2016.1205699>

V, Yoyok. Suryadi. (2002). *Tae Kwon Do Poomsae Tae Geuk*. Jakarta: PT Gramedia Pustaka Utama.

Yuko Yamamiya (2003) Juvenile Delinquency in Japan, *Journal of Prevention & Intervention in the Community*, 25:2, 27-46, DOI: 10.1300/J005v25n02_03