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Integration Of Life Skills Through Hockey In The Framework Of Positive Youth Development (PYD)

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Abstract

This study aims to find out how much influence the integration of life skills has on youth hockey in the city of Bandung. Development of life skills in the context of Positive Youth Development, to find out which components of life skills have experienced the highest increase, and to find out how much life skills contribute to Positive Youth Development. The research method used is an experiment with a Quasi-Experimental Design model. The data collection techniques used in this study were the LSSS and CPYDS questionnaires. The sampling technique used purposive sampling. The number of samples was 30 youths who took part in extracurricular hockey, which were divided into two groups: hockey training, which was given the integration of life skills consisting of 15 kids, and Hockey training, which was not given life skills integration composed of 15 children. Research Results There is a significant effect of the integration of life skills in the development of youth hockey on life skills in the framework of Positive Youth Development. There is a substantial influence of non-integrated life skills in the development of youth hockey on life skills in the context of Positive Youth Development. There is a difference in the effect of hockey training integrated life skills and non-integrated life skills on developing life skills in the framework of Positive Youth Development. Integrated life skills hockey training is better than non-integrated life skills. The components of life skills that experienced the highest increase in the integrated life skills group were interpersonal communication and social skills. Meanwhile, the life skills component that experienced the highest growth in the non-integrated life skills group was teamwork. There is a contribution to life skills and positive youth development (PYD).

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INTRODUCTION

According to Snyder & Sickmund (2006), Juvenile criminals in the United States comprise 25% of the population. In 2003, a teenager was a tersaperpetrator rate of 51% arson, 39% vandalism, 29% motor vehicle theft and robbery, 23% gun law violations, 12% drug abuse offenses, and 9% homicide arrests. Thus, young offenders are involved in many crimes in the United States.

According to data from the Ministry of Health of the Republic of Indonesia 2017, as many as 3.8% of students were reported to have abused narcotics or dangerous substances (Nuraini, 2021). Delinquency in adolescence does occur in almost all countries, including Indonesia. Indonesia also has challenges for the younger generation, which are currently found in several cases of smoking, drug abuse, alcoholism, free sex, and abortion (Yulianto, A. G., Hendrayana, Y., & Mahendra, 2023). In this case, Bandung is one of the cities where many teenagers are still involved in the community; this has resulted in Bandung being known as an inter-school community for teenagers, motorcycle gang communities, and other communities. The negative image of the youth community in society is not uncommon because the youth community usually commits crimes such as fights between students, being careless on the street, and holding drinking parties (Dewi et al., 2017).

Sport is thought to provide a basis for youth to learn about themselves and acquire skills that will prove helpful later in life

(Petitpas et al., 2005). This view is shared by others who argue that sports can challenge and motivate people in ways not found in other life lessons, such as school and work (Hansen et al., 2003). Most of the research only focuses on benefits for physical health. However, it has also been recognized that sports can contribute to public health beyond the physical (Parnell et al., 2015). For example, scientific evidence exists to claim that outcomes associated with sports and physical activity are not limited to the physical alone but extend into the domains of social, psychological, and intellectual learning (Bailey et al., 2013).

Sport in adolescents has been identified as an appropriate means of facilitating positive adolescent development associated with individual improvement in physical, psychological, and social development to become individuals who are ready for the next life (Bean et al., 2020). Sport is synonymous with persistence in learning new skills and is required to work hard and collaborate to solve problems and make decisions (Cope et al., 2017). Therefore, many positive things encourage youth involvement in sports.

Increasing youth participation in sports is a perfect opportunity to shape the personality of adolescents or prepare quality youth so that these youth can face the challenges of life in the world. The future. Côté & Fraser-Thomas, (2007) explained that participation in sports can improve physical and psychosocial aspects. It is emphasized that sport is identified as an appropriate

means of facilitating positive adolescent development associated with individual improvement in physical, psychological, and social development to become individuals who are ready for the next life (Bean et al., 2020). Therefore, youth is a suitable stage to be equipped with positive things as conceptualized in Positive Youth Development (PYD).

Life skills are internal personal assets, characteristics, and skills such as goal setting, emotional control, self-esteem, and hard work ethic that can be facilitated or developed in sports and transferred for use in non-sports (Gould & Carson, 2008). Understanding the transfer of life skills is very important because research shows that the transfer of life skills does not always happen automatically, and the coach plays a vital role in making this process possible (Marsollier et al., 2020). Life skills have provided a reasonable discourse for sports psychologists which promises to provide valuable skills and competencies for sports participants (Ronkainen et al., 2021).

Hockey has the potential to promote Positive Youth Development (PYD) because this sport still needs to be encouraged to have a high sense of cooperation, tolerance, self-control, and discipline. According to opinion Santos et al. (2018), most hockey sports programs are related to the attitudes and morals of athletes, so the values contained therein can improve the attitudes and morals of athletes, and it is better if explicitly given.

Therefore, this research aims to optimize youth involvement in hockey by applying the principles of providing life skills

content to realize Positive Youth Development (PYD). So the author will conduct research titled "Integration of Life Skills Through Hockey in the City of Bandung in the Context of Positive Youth Development (PYD)."

METHODS

A method is needed in a study so that the research goes well. Sugiyono (2013) says, "The research method is a scientific way to obtain data with specific purposes and uses." The method is a way that is used to achieve the goal, while the purpose of the research is to reveal, describe, and conclude the results of problem-solving through specific ways by research procedures. Based on some of the statements above, the method used by the author to test the hypothesis in this study is the experimental method. This method is used based on the consideration that experimental research is trying to determine the effect of a treatment or treatment. The experimental method used in this study is Quasi-Experimental Design, not included in the random assignment. (Fraenkel & Wallen, 2012). The design in this study is the Matching-Only Pretest-Posttest Control Group Design. Subjects in each group have been matched on a particular variable but not randomly assigned to groups. The treatment carried out was the integration of the life skills program, which was carried out in 12 meetings, by the opinion of Juliantine et al. (2007), who stated that as an experiment to get good results, it could also be carried out in a training frequency of 3 days/week. At the

same time, the length of practice is at least 4-6 weeks.

The population used by the researchers were youth athletes who are hockey members at SMAN 27 Bandung City. At the same time, the sample for this study was 30 male and female athletes, who were divided into two sample groups, namely the experimental group (n = 15 people) and the control group. (n = 15 people). The sampling technique used in this study was purposive sampling; in other words, based on prior knowledge of the population and the study's specific objectives, the researcher used personal appraisal to select the sample. The sample in this study were athletes aged 16-18 years at SMAN 27 Bandung City.

The instrument used to measure students' life skills development is the Life

Skills Scale for Sport (LSSS) questionnaire instrument from Cronin & Allen (2017). As for the instrument to measure positive youth development, namely the Chinese Positive Youth Development Scale (CPYDS) (Shek et al., 2007).

FINDINGS AND DISCUSSION

Findings

Test this hypothesis using the Independent Sample t-Test, conducted to find out whether there is a difference in the increase in life skills between adolescents who are given life skills programs (experimental group) and adolescents who are not given life skills (control group). The statistical hypothesis is as follows:

Table 1 Independent Sample Test Results in t-Test

Data Group	N	$\bar{x} \pm Sd$	Significance	Notes
Integrated Life skills	15	216,937.75±	0.00	0.05
Non-integrated Life skills	15	189.477.18±	0.00	0.05

Based on Table 1 and the results of the calculation data above, it can be seen that the significance value is 0.00 <0.05, then H0 is rejected, and H1 is accepted, so it can be concluded that "There are differences in the increase in life skills between adolescents who

are given life skills programs and adolescents who are not given life skills programs." This confirms that the life skills program in youth hockey is very effective. Thus the hypothesis is tested and can be accepted.

Table 2 Correlation Test Results

Correlations		Life Skills	PYD
Life Skills	Pearson Correlation	1	.913**
	Sig. (2-tailed)		.000

	N	30	30
	Pearson Correlation	.913**	1
PYD	Sig. (2-tailed)	.000	
	N	30	30

Statistically, it can be seen that the probability value in Table 2 above has a sig = 0.00, so H0 is rejected, or there is a significant relationship between Life Skills and Positive Youth Development (PYD). The analysis results are proven by acquiring a correlation coefficient (r) of 0.913 and a determination coefficient of $r^2 \times 100\%$ ($0.9132 \times 100\%$). This shows that the value of the coefficient of determination is 83.3%.

Discussion

The difference between hockey training integrated life skills and non-integrated life skills on developing life skills in the context of positive youth development integrated hockey training life skills is more significant than non-integrated life skills.

The findings of this research reveal that the high level of participation in youth hockey in Bandung, especially among students at SMAN 27 Bandung who participate in hockey extracurricular activities, can encourage teenagers to develop life skills together with previous researchers. Researchers are more convinced that sport supports youth to develop life skills than sports-based youth development (SBYD) through sports programs promotes the quality of youth or not only improves physical performance and helps adolescent psychosocial development (Jacobs & Wright, 2018).

This study aimed to analyze the difference in the increase in life skills between adolescents who were integrated into the life skills program and those who were not integrated into the life skills program; namely, the improvement was greater than the group that did not integrate life skills as well as demonstrating that purposefully structured youth sports promote positive youth development better than unintentionally structured (implicit) environments (Bean et al., 2018), given the importance of purposefully teaching life skills in youth sports programs because the findings provide evidence that it allows youth to have higher opportunities due to an enabling environment (e.g., active engagement, skills development) interaction (e.g., collaborative leadership) and engagement (e.g., thoughtful planning) as well as driving PYD outcomes.

Some researchers explain that developing life skills or life skills must be integrated explicitly or intentionally (Allen et al., 2015). It denotes a consciously planned development strategy by the coach that encourages the athlete's ability to transfer skills outside of the sport. Researchers act as coaches and observers in integrating life skills into youth hockey training programs. Considering that the program for integrating life skills into sports coaching is carried out in 12 sessions with 100 minutes per session, the results are effective in developing life skills.

Likewise, the researchers' observations showed that several changes in adolescent behavior led to positive youth development. Teenagers who integrated life skills appeared to be more interactive in social interaction, and the same for integrated life hockey coaches. Skills from preparation to practice, they prepare training equipment (such as balls, cones, and goalposts), and this very comfortable and positive environment can be maintained in this group because young people understand life skills taught through an integrated way of structured and intentional life skills.

Furthermore, the researcher analyzed the group that was not integrated with life skills but experienced an increase implicitly, even though the average value of the increase was lower than the group that was integrated with life skills considering the opinion of Santos et al. (2018) that "hockey is a sport that has great potential to promote positive youth development (PYD). Because according to the coaches, the concept of positive youth development (PYD), such as life skills (having a high tolerance for self-control and discipline), can be implicitly and explicitly developed in hockey. In this study, the coaches did not intentionally teach the transfer of life skills. Athletes learn life skills which are then transferred to and applied in various domains of life spontaneously (Forneris et al., 2012). In the implicit approach, features inherent in the sports environment (e.g., level of competition, peer group interactions, coach-athlete relations) positively assist athletes in learning life skills that can be transferred to non-sport settings. A significant change in behavior compared to after training. Teenagers are disciplined enough to

attend training with conditioning equipment but are busy taking care of everything or not together. Maintaining a comfortable and positive environment in this group is difficult because teenagers often only focus on learning hockey techniques without understanding the social values or life skills that must be mastered in sports.

Contribution of Life Skills and Positive Youth Development (PYD), There is a solid relationship between Life Skills and Positive Youth Development (PYD), with a correlation percentage of 83.3%. With that, coaches can consider integrating life skills into hockey training programs. So that individuals can succeed in the different environments in which they live, such as in a school environment, home, or play environment. Positive youth development (PYD), apart from measuring outcomes or experiences related to PYD, other studies have examined the characteristics and structure of programs that are oriented towards Positive Youth Development (PYD).

There is a strong link between life skills and PYD. Vital life skills can help adolescents cope with stress, pressure, and demanding situations and build the skills necessary to achieve their goals and enhance their well-being. Conversely, PYD can help adolescents develop the necessary life skills to overcome problems and achieve their goals and strengthen their self-confidence and self-worth.

Life skills development and PYD can be integrated into programs or activities designed to help youth build skills and achieve their goals. Programs such as life skills training, mentoring, and extracurricular activities can help youth

strengthen their life skills and develop their positive potential to become successful and happy adults.

In the opinion of Camiré (2019), "To maintain a youth sports structure that truly offers opportunities for young athletes to develop, practice, and perfect sports skills and life skills in an integrated manner, coaches have an important role in encouraging it."

CONCLUSION

After going through various stages, starting from explaining the background of the problem as a basis for taking research problems, which is related to the importance of developing positive thinking among adolescents as the forerunner of the nation's successor. By the purpose of this study, namely integrating life skills in one of the sports games, namely hockey, the researchers can conclude after going through the treatment stages for 12 meetings. The results or conclusions of this study the researchers describe as follows.

The life skills component that experienced the highest increase in the integrated life skills group was social skills and interpersonal communication. At the same time, the components of life skills that experienced the highest increase in the non-integrated life skills group were cooperation, goal setting, problem-solving, and decision-making.

There is a contribution of 83.3 between life skills towards Positive Youth Development.

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