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### Analysis of Intentionally Structured Programs to Improve Life Skills Through Out-of-School Activities

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#### Abstract

Life skills are one of the components in forming positive youth development. The purpose of this research is to find out intentionally structured programs that are widely used to improve life skills through out-of-school activities, to find out about out-of-school programs used to enhance life skills that are included in intentionally structured programs, and to find out the results of intentionally structured programs on improving life skills through out of school activities, the research method in this study used systematic literature review which is a literature review method that identifies, assesses, and interprets all findings on a research topic, to answer predetermined research questions. In this study, researchers used 30 Final Paper journals to review 210 journals from 4 databases: Taylor & Francis, Google Scholar, Science Direct, and Sage. The results showed that participation in structured school activities programs was intentional in its application. Can produce quality programs where this can contribute to youth development in a positive direction. This shows that the Intentionally structured program that is implemented in out-of-school activities in its implementation can influence positive youth development; this can be seen from the increase in the elements 5C elements in (PYD) namely Competence, Confidence, Connection, Character, and Caring Or Compassion.

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#### INTRODUCTION

At this time, competence is one of the main factors for success in facing the industrial revolution era 4.0, and the quality of

human resources (HR) must continue to improve. Younger generations need her 21st-century skills to survive in the 21st century. These include complex problem-solving skills, critical thinking, creativity, human capital

management, coordination, etc. (Greer et al., 2019). This is because, in the 21st century, competition occurs between workers in their own country and foreign workers. Quality human resources are life skills possessed by humans and can be developed so that they are better able to adapt to changes that occur as a result of globalization.

Society, especially the education community, is very concerned about the behavior of the younger generation (eg delinquency, drug use) has stimulated increased interest from experts in the field of program PYD (Fraser-Thomas et al., 2005). Education is of great concern and challenge to the international world because the welfare and progress of a country are seen from the quality of education (Bajrami & Ismaili, 2016). The problem of the lack of quality education internationally has a strong correlation with current poverty, hunger, inequality, and criminality (Wei et al., 2021). Internationally, this is a challenge, coupled with increasing criminal and juvenile delinquency data such as drug abuse, sexual harassment, juvenile delinquency, and anti-social activities (Cunneen, 2020). Therefore, education is a significant concern in increasing knowledge, skills, and spirituality (Idris et al., 2012). In addition, the United Nations Educational, Scientific, and Cultural Organization also emphasizes equity in education as the right of every child throughout the world, as well as forming children's character as early as possible (Wei et al., 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 (Lickona, 2022). BPS recorded 3145 youths under the age of 18 as criminals and experienced an increase in 2008 and 2009 to 3280 to 4123 juveniles. In addition, drug use by students from 2008 to 2012 was 654 cases (2008), 695 cases (2009), 531 cases (2010), 605 cases (2011), and 695 cases in 2012 (Khusna, 2022). Furthermore, according to the results of the criminal statistics survey in 2018, especially in Indonesia, there was a decrease in criminal cases from 2015 to 2017. However, the crime rate was still high, at 350,000 cases in 2017. These results confirm that delinquency in adolescence is still very high. happening in Indonesia (Badan Pusat Statistik, 2018). It is predicted that cases of adolescents will always increase every year, and this needs to be anticipated through national education, which integrates with values to improve life skills.

According to sociological theory, juvenile delinquency arises from unfavorable economic problems and family problems (Thomas & Paul, 2010). Several other factors also contribute to pushing adolescents in a negative direction, including bad relationships with parents or adults, problems with friends, problems in the school environment, and various life events that cause stress; for example, work that is difficult to do has the potential to increase frustration and Dissatisfaction, according to experts, is

correlated with the causes of juvenile delinquency (Miller & Matthews, 2001). By developing life skills, it is hoped that the younger generation can compete in the face of an ever-changing global economy. At this time, the younger generation faces various challenges, and in order for them to succeed in a highly competitive and ever-changing global economy, they must learn many skills and develop their life skills (Hugos, 2018).

Life skills are assets, values, and psychological skills that enable a person to meet life's demands and challenges effectively. (Kendellen & Camiré, 2017). Life skills development is a positive youth development, a character-building education initiative for competitive and challenging young people in the current Industrial Revolution 4.0 era. PYD is defined as developing personal skills or assets, including cognitive, social, emotional, and intellectual qualities, that enable young people to function well or become part of society, characterized as highly qualified members of the life skills (Weiss et al., 2013). Moreover, when young people forge mutually beneficial relationships with people and institutions in the social world, they are better positioned for a hopeful future characterized by positive contributions to themselves, their families, their communities, and civil society. You are more likely to move forward. (Lerner, 2002).

Positive Youth Development has recently become a hot topic in developmental psychology and sports. (Holt et al., 2017). Exercise is an opportunity to advance your PYD. Sport thus serves as a coveted backdrop

for imparting life skills to young people. Children and young people are motivated to participate, and hard work brings accurate results because sport is an activities where skill development is the norm and society values sports. Work and effort (Gould & Carson, 2010). Positive adolescent development occurs when adolescents can develop skills through interaction with others, such as family, peers, school, and social environment. Positive adolescent development occurs when young people experience opportunities to develop their skills through interaction with significant others in their families, peers, schools, and communities. (Weiss et al., 2013). Sports are a place for teenagers to interact with the people around them. PYD can be done with a life-his skill-based exercise program. While other sports psychology studies fall under the PYD umbrella, we are updating our terminology in this area. Primarily, this research is called "Life Skills." (Holt et al., 2017). Life Skills focus on positive youth development. So all life skills research is focused on his PYD. In the opinion above, we can say that life skills are a way to develop PYD (Gould & Carson, 2010).

Extra-curricular activities as a forum for developing students' potential can have a positive impact on strengthening character education. Students are expected to be able to develop the character profile of Pancasila students, namely: (1) global diversity, (2) cooperation, (3) creative, (4) critical thinking, (5) independent, and (6) faithful, devoted to God Almighty, and have a noble character.

Education units must organize out-of-school activities to facilitate the development of students' talents and interests. Therefore, extra-curricular activities must be managed in a systematic and patterned manner so that they lead to the achievement of the intended goals. To frame and develop systematic and patterned extra-curricular activities, schools need to understand the methods and stages and need guides that can guide the academic units in their implementation. Concerning Regulation No. 62 of the Year 2014 of the Minister of Education and Culture of the Republic of Indonesia on Extra-curricular Activities in Primary and Secondary Education, extra-curricular activities are character development activities to optimally expand potentials, talents, interests, abilities, and capacities. Personality, student collaboration, and autonomy outside study hours, cross-curricular activities, and cross-curricular activities under the direction and supervision of the department of education.

Fundamentally, the learning process in activities, especially sports, requires a mature plan. Produce expected learning. In other words, you should plan as much as possible by creating intentionally structured programs to meet the desired expectations of teaching life skills. Some findings suggest that sports must be consciously designed to teach life skills for the positive development of young people. (Bean & Forneris, 2016). The learning structure must be intentionally structured (Intentionally Structured) and is a means to facilitate the achievement of targets by compiling the indicators to be achieved with

more explicit objectives (Saïd & Evrard, 2001). One study found that structured programs had higher program quality and better development outcomes than those not intentionally designed. Intended Practice is Significantly Better in Several Measures of Program Quality and Positive Youth Development in Leadership Programs (Bean & Forneris, 2016).

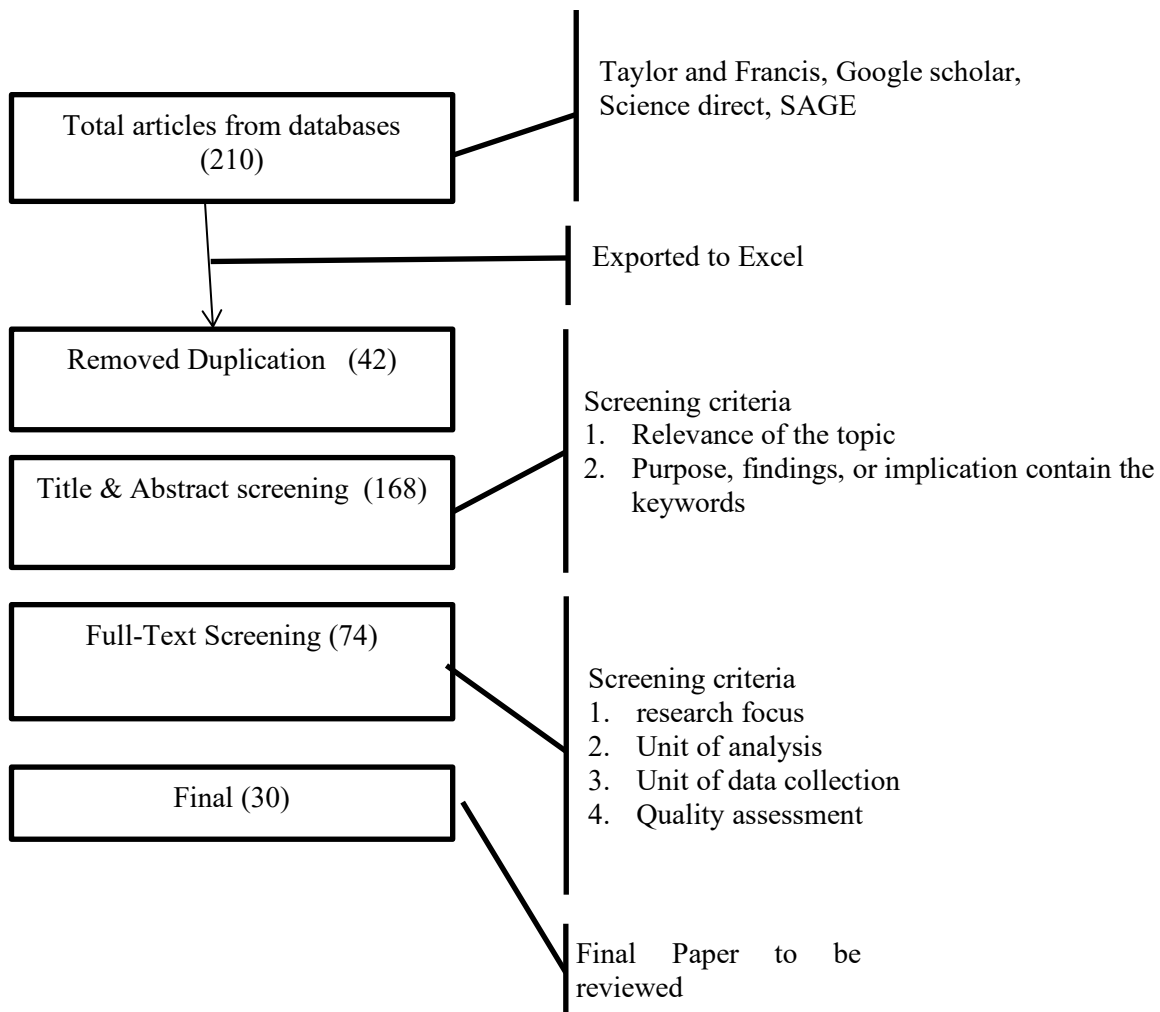
From the above explanation, you can understand how critical life skills are for people. Life skills can sustain good relationships between individuals. In addition, the younger generation is trained to deal effectively with problems that arise. Therefore, researchers want to know what impact life skills have by incorporating life skills components into extra-curricular activities. Researchers are therefore interested in using deliberately structured concepts to examine the explanations for life skill development through co-curricular activities within the framework of positive youth development (PYD).

## **METHODS**

This study will use a systematic literature review methodology that identifies, evaluates, and interprets all findings relevant to the research topic to answer a given research question. (Kitchenham et al., 2007). Moreover, the authors of this study used a systematic literature review design, a method that allows the evaluation and interpretation of all available research relevant to the research question. Positive youth development, to know theoretically Intentionally structured programs widely used to improve life skills through Out

Of School Activities, to know theoretically Out-of-school programs used in improving life skills included in intentionally structured programs. Moreover, to find out theoretically the results of an intentionally structured program towards improving life skills through Out Of School Activities. In collecting data, the researcher conducted a Journal Search. Based on search results from Taylor and Francis, Google Scholar, Science Direct, and SAGE, it uses the keywords deliberately structured, out-of-school activities, and

positive youth development. Researchers then found 210 journals matching those keywords. A total of 210 journals found using the search terms were screened, 42 journals were excluded for missing identical titles and full-text articles, and 168 journals were generated for abstract screening, resulting in 74 journals. A journal has been obtained. A proof-of-concept of 74 full-text journals was performed; duplicate journals not meeting the inclusion criteria were excluded from 44, and 30 full-text journals remained under review.



**Picture 1. Journal Search**

## **FINDINGS AND DISCUSSION**

### **Findings**

To analyze whether intentionally designed programs of extra-curricular activities influence the positive development of young people. In this study, the researcher used his 30 final article journals to find 210 journals from his four databases: Taylor & Francis, Google Scholar, Science Direct, and SAGE, using a systematic literature search. Was reviewed. The results of this study demonstrate that intentionally structured extra-curricular programs can create quality extra-curricular programs that support the positive development of adolescents.

### **Discussion**

In this study, the researchers found several findings in the analyzed articles, including intentionally structured programs, which are widely used to improve life skills through Out of School Activities, and out-of-school programs used to improve life skills which are included in intentionally structured programs. Moreover, the results of an intentionally structured program toward improving life skills through Out of School Activities. After that, the next step is for the researcher to conclude all the articles analyzed.

Intentionally structured programs are widely used to improve life skills through Out Of School Activities, which were found in several journals analyzed, including The application of an intentionally structured positive program in a journal entitled "A Family Thing: Positive Youth Development

Outcomes Of A Sport Based Life Skills Program" This is a method that is implemented in a life skill program through sports called a super program. This Super Program is a life skills curriculum that has been proven as an intervention program to promote positive adolescent development. This Super Program builds on the Going for the Goal program. It aims to improve the physical, cognitive, and behavioral skills necessary to meet the challenges and demands of everyday life. (Hodge et al., 2017). Implementation of an intentionally structured program in the journal. Entitled "Learning through the adventure of youth sport," Take advantage of our deliberately designed program: educational adventure sports for young people. Sport is broadly described here as "recreational, hands-on physical activity that has a competitive element and is organized in such a way that the adventure programs of sports education specifically take young people into account." Development is development and experience as a holistic process that helps prepare young people to be competent cognitively, emotionally, morally, physically, and socially to meet the challenges of adolescence. Learning is defined as a participant-centered approach. It consists of specially crafted and sequenced group experiences that can be processed and questioned, leading to shared opportunities for growth and development. In particular, he identifies critical principles of adventure pedagogy and emphasizes their sports-based application to his PYD approach. (Newman et al., 2018).

The application of an intentionally structured program in a journal entitled "Examining the role of needs support in mediating the relationship between program quality and developmental outcomes in youth sport" states that the implementation of the program will be conducted using extra-curricular sports as a means of positive youth development in the Canadian region. Participation in sports programs allows young people to improve their physical and motor skills and develop psychosocial skills. Sport has therefore been proposed as an ideal environment for promoting adolescent development, and some sports researchers consider the value of using a framework for positive adolescent development in life. I am aware of this. (Bean & Forneris, 2019). The application of an intentionally structured program in a journal entitled "Examining the Importance of Intentionally Structuring the Youth Sport Context to Facilitate Positive Youth Development" Applied to after-school programs, the results showed that a combination of physical and non-sport activities and that young people who participated in physical activity were higher in some youth development resources than those who did not participate in extra-curricular activities. Indicates an activity being evaluated (Bean & Forneris, 2016).

The application of an intentionally structured program in a journal entitled "Development of an observational measure assessing program quality processes in youth sport" Use an organized sports program with a strengths-based approach to achieve positive

youth development goals. Because running an organized sports program improves physical and psychosocial performance (Bean et al., 2018), the application of an intentionally structured program in a journal entitled "Claims of positive youth development: a content analysis of mixed martial arts gyms websites," Specifically, by robustly and purposefully designing programs that uphold Taoist philosophical values, principles, and heritage, we aim to use MMA sports programs as a tool to promote positive youth development in North America, respect and respect. Promotes personal spiritual growth and emphasizes avoidance of violent behavior (Beesley & Fraser-Thomas, 2019).

The application of an intentionally structured program in journal entitled "A Systematic Review of Life Skill Development Through Sports Programs Serving Socially Vulnerable Youth" that the arrangement of an intentionally structured program that is applied to young people who are socially vulnerable by conducting reviews of sports activities that are programmed intentionally to get a clear goal as expected. In this journal, sports programs are used as a medium for positive youth development because sports programs have the potential to make a difference in the development of life skills for young people who are socially vulnerable (Hermens et al., 2017). The application of an intentionally structured program in a journal entitled "You do not realize what you see!": the institutional context of emotional abuse in elite youth sport, namely applied to an elite sports center where there is an abuse of young athletes by coaches,

for example, harassment, exploitation, and violence. How the program is implemented refers to the discourse on athlete protection, youth protection, and the creation of policies intended to ensure protection is obtained by youth athletes; for example, the Netherlands has adopted a national policy called 'Safe Sports Culture' (Safe Sports Culture). ASSC) which is intended to ensure that sport is a safe space for all children and free from abuse, exploitation, and violence. So youth sports programs are often seen as a place for fun, participation, and positive development (Jacobs et al., 2017). The application of an intentionally structured program in a journal entitled "Implementation of values training in a physical education and sports program: a follow-up study" is applied to sports activities at school and outside of school by making program interventions intentionally by teachers or coaches so that students and athletes can explain how they learn the positive values contained in PES when interacting with teachers and trainers at schools who take part in the program, then students and athletes can apply the values obtained into everyday life even though outside the school environment so that parents can see and observe how their children transfer the values learned in PES to the family environment (Koh et al., 2016).

Seeing from the discussion of the journals analyzed above, the application of intentionally structured programs was found by researchers in their application, namely using physical activity and sports as a medium for youth development, because in this case,

sports activities are seen as the most significant arena that can contribute to positive youth development, which PYD itself is defined as a volunteer-based educational activity that aims to increase positive development components for adolescents in terms of skills, attitudes, relationships, and self-identity. However, this sports activity program does not automatically shape and make the youth in a positive direction by the objectives of the PYD itself, but in its implementation, it still has to use programs that are specifically designed or structured so that they are by the objectives of the positive youth development program itself, namely to awaken adolescent development assets such as resilience, social, emotional, cognitive, moral competence, self-determination, spirituality, self-confidence, believing in the future and engaging in pro-social activities so that one can be optimistic in living life and developing these various assets can be trained through various platforms, such as family or community local entity that is in the environment itself.

Out-of-school programs used in improving life skills included in intentionally structured programs and journals analyzed by researchers regarding the implementation of Intentionally Structured programs in out-of-school activities include the following: Implementation of Intentionally Structured programs in out-of-school activities in a journal entitled "Associations between participation in a Physical Activity-Based Positive Youth Development Program and Academic Outcomes" Use a positive youth



development program aimed at building assets to promote holistic youth well-being by implementing deliberately structured programs in physical education and sports. PYD is one of the outcomes of structured and consciously designed programs in in-school, out-of-school, and extra-curricular sports. (McDavid et al., 2019). The application of Intentionally Structured programs to extramural activities in a journal entitled "A Family Thing: Positive Youth Development Outcomes of a Sport-Based Life Skills Program" According to the National Youth Sports Council, this explains why millions of young people in the United States participate in school and out-of-school sports programs each year. Further research & evaluation elucidated the role of physical education and sports in positive youth development (PYD) and found that intentional programming was the key to promoting good PYD outcomes. (Hodge et al., 2017).

The application of Intentionally Structured programs to extra-curricular activities in a journal entitled "Evaluating Approaches to Physical Literacy Through the Lens of Positive Youth Development" Studies in developmental psychology consistently show that structured and targeted programs, including examples of extra-curricular activities in sports, provide ideal conditions for promoting PYD among young people. Says there is. Sport provides an environment full of opportunities for quality developmental experiences and attracts millions of children worldwide each year. A growing body of literature supports physical education and sport as contexts for adolescent physical and

psychosocial development. (Allan et al., 2017). Application of Intentionally Structured programs to extra-school activities in a journal entitled "A Systematic Review of Life Skill Development Through Sports Programs Serving Socially Vulnerable Youth" Low socioeconomic status (SES) for young people receiving home care or counseling outside the home or facing pressures in everyday life. It has become the focus of positive youth development programs to solve social problems. In this program, a sport-based and consciously-implemented program is a way to develop adolescents in a positive direction, i.e., socially vulnerable people. Skills they need. To cope with the stress they receive (Hermens et al., 2017).

The application of the Intentionally Structured program to extra-curricular activities in a journal entitled "Somebody's Eyes are Watching: The Impact of Coaching Observations on Empowering Motivational Climates and Positive Youth Development" An application aimed at active youth development, i.e., a structured and purposeful extra-curricular basketball game program involving coaches and eight youth teams, including 57 basketball players, in sports in a school setting researcher. Half of the coaches were observed throughout the season and provided feedback, while half received no feedback. At the end of the season, the players completed a questionnaire on the atmosphere of empowerment and perceptions of empowerment created by the coach and two PYD measures. The results showed that the perceived motivational environment of the

sport had yet to be shown to predict his PYD outcome in and out significantly. For this reason, education and training coaching should emphasize young people's life skills. (Legg et al., 2018). The application of Intentionally Structured programs to out-of-school activities in a journal entitled "Delivering Positive Youth Development at a Residential Summer Sports Camp" He explains that there is now much theoretical research on positive youth development (PYD) and youth in recreational sports settings, including summer sports camps. This qualitative research used a case study approach, interviews with summer camp leaders and administrators, focus groups supplemented by trainees and trainee counselors during the summer, and observations recorded as fields. , examined how a summer sports camp for inpatients provided a facilitated positive developmental experience. Note. Camp conditions are intentionally well structured to encourage campers to develop positive social relationships and provide growth opportunities that present positive social norms and skill development opportunities. I am here. The results of this research may influence sports administrators, housing, and summer day camp leaders in creating programs and environments with many development opportunities and environments for young people. (Povilaitis & Tamminen, 2018).

The application of the Intentionally Structured program to extra-curricular activities in a journal entitled "Participant Perceptions of Character Concepts in a Physical Activity-Based Positive Youth

Development Program" This research examines youth perspectives on curriculum character development and the impact of this activity on their lives inside and outside structured and deliberate program of sporting activity. This case study examines youth from low-income families in a PYD summer-based physical activity program that integrates the concept of a single character (respect, caring, responsibility, trust). Semi-structured interviews were analyzed using inductive thematic analysis and constant comparison methods. These findings provide participant-centered guidance to understand adolescents' personal and social development through physical activity in sports activities in ways that are truly meaningful to participants, which is especially needed for young people in low-income communities with limited youth programming (Riciputi et al., 2016).

Applying an Intentionally Structured program to extra-curricular activities in a journal entitled "Learning through the adventure of youth sport" explains that participation in youth sports activities is often associated with various positive developmental outcomes. To be able to make effective use of sport as a learning and development context. Sports activities must be purposefully designed and programmed. One frequently used approach is sport-based positive youth development (PYD). Recently, to further increase the intentionality of exercise-based PYD approaches, several researchers have suggested the potential benefits of applying experiential learning theory to youth sports programs. By

leveraging experiential learning in an exercise-based PYD approach, youth sports can be designed to promote desired PYD outcomes intentionally (Newman et al., 2018). The application of the Intentionally Structured program to extra-curricular activities in a journal entitled "Examining the Importance of Intentionally Structuring the Youth Sport Context to Facilitate Positive Youth Development" is applied to extra-curricular programs shows results that youth participate in a combination of both sports and non-sport activities, as well as sports-only activities, were rated higher on some youth development assets compared to youth not involved in extra-curricular activities (Bean & Forneris, 2016).

Judging from the journals analyzed above by the researchers, extra-curricular activities are a way for young people to develop psychosocial skills that lead to holistic development. Extra-curricular activities are the most effective way to promote positive youth development. It is a fertile field. Known to positively impact students' academic, social, and behavioral skills (Fredricks & Simpkins, 2013). However, participation in extra-curricular activities does not automatically lead to the development of youthful personalities, and it is necessary to design mechanisms for the development of young people, as teachers and trainers do in their in-school and out-of-school activities. It is essential for coaches to consciously and systematically integrate strategies to promote positive growth in their athletes. (Camiré et al., 2011). In particular, previous research has

advocated this intentional transfer of life skills. So that in its application, researchers can conclude that many studies use Intentionally Structured programs on extra-curricular activities with the aim of positive youth development (PYD), namely increasing life skills and improving affective domains such as competence, self-confidence, connection, character, and caring.

The results of an intentionally structured program towards improving life skills through Out Of School Activities, the conclusions from the findings of each journal analyzed are as follows: Based on the journal entitled "A Family Thing: Positive Youth Development Outcomes of a Sport-Based Life Skills Program" Further research and evaluation shows that as young people improve their life skills and become more active and productive in society, intentionally structured programming is critical to enabling positive development outcomes in young people. Reveals the role of sport in PYD (Hodge et al., 2017). Based on a journal entitled "Examining the Importance of Intentionally Structuring the Youth Sport Context to Facilitate Positive Youth Development." PYD is an emerging framework in the field of positive psychology that is seen as an alternative approach to the reactive and reductionist methods used in working with young people in the past. I am explaining. The results showed that intentionally structured programs were significantly better than unintentionally structured programs in quality youth development program outcomes and that intentionally structured sports programs

Quality and leadership programs were shown to be significantly superior in multiple measures of positive youth development. Researchers, therefore, argue that sports must be consciously designed in a way that teaches life skills. (Bean & Forneris, 2016).

Based on a journal entitled "Examining the role of needs support in mediating the relationship between program quality and developmental outcomes in youth sport." I explained this: Sport is recognized as a unique context that can provide opportunities for young people to achieve autonomy, skill development, and role engagement simultaneously. The quality of the program (e.g., attitudinal features) and the role of theory in the context of sport (e.g., BNT) is related to his three basic psychological needs: Autonomy, decision-making ability and feelings, sense of control over agency and environment, the opportunity to demonstrate skills and connections, sense of belonging to both other individuals and communities. (Bean & Forneris, 2019). Based on a journal entitled "Evaluating Approaches to Physical Literacy Through the Lens of Positive Youth Development." I explained this: As the potential of physical activity and sports programs to promote positive youth development (PYD) is recognized among youth sports researchers and practitioners, sports programs can help disadvantaged youth. Has been shown by research. (Allan et al., 2017).

Based on a journal entitled "An integrative review of sport-based youth development literature," I will explain this:

Sports programs effectively promote positive use development (PYD). (Jones et al., 2017). Based on a journal entitled "Associations between participation in a Physical Activity-Based Positive Youth Development Program and Academic Outcomes." It is explained as follows. Physical activity-based positive youth development (PYD) is an asset-building experience to promote well-being across adolescents. These programs may be successful in other necessary circumstances, such as B. Improving youth life skills. (McDavid et al., 2019). Based on a journal entitled "Delivering Positive Youth Development at a Residential Summer Sports Camp," I will explain this: In recreational sports settings, such as residential summer sports camps, intentionally structured camp programs can create opportunities for skills development for campers and staff. This is consistent with his PYD youth development perspective, which focuses on developing healthy, happy young people on their way to positive, productive, and fulfilling adult lives. (Povilaitis & Tamminen, 2018).

Based on the journal entitled "Development of an observational measure assessing program quality processes in youth sport" explains that: Research has shown that quality sports programs have the potential to encourage the physical and psychosocial development of young people in a positive direction so that Paradigm sees youth as a resource to be developed is not problems to be managed (Bean et al., 2018). Based on a journal entitled "A Systematic Review of Life Skill Development Through Sports Programs

Serving Socially Vulnerable Youth" explains that: sports programs are settings in which socially vulnerable young people can develop a variety of life skills, namely increased cognitive and social life skills are more frequently reported rather than an increase in emotional life skills (Hermens et al., 2017). Based on a journal entitled "Facilitating Positive Youth Development through Competitive Youth Sport: Opportunities and Strategies." explained that: The development of sports programs through competitive youth sports can be a specific strategy for coaches who want to promote PYD because competitive youth sports are a fertile platform that can be conducive to positive youth development outcomes such as perseverance, respect, teamwork, and leadership development. Thus, positive youth development becomes an asset-based approach, implying that coaches must deliberately develop the personal and social skills needed in and outside of sports (Santos & Martinek, 2018).

Based on the journal's statement above, researchers say they have concerns about the future of today's young people due to an increase in problematic youth behaviors, such as delinquency and drug use, coupled with changes in social life. B. Family setting: dual-income parents, divorced parents, juvenile delinquency at home. There is growing interest in research on the development of positive youth. In addition to the program, there is a political science effort to promote young researchers actively. For them, sports are one of the most popular leisure activities

among young people. Quoted from (Cronin & Allen, 2017). "Several studies show that through sports, young people develop in teamwork, goal setting, time management, emotional skills, communication, social skills, leadership, problem-solving, and decision making."

In light of the above research, life skills development is a set of policies on how society can help young people become competent and healthy adults by maximizing their potential. It can be described as a philosophy or approach that promotes youth development based on existing research; she has two assets: internal assets and external assets. Research can help predict and increase the use of these existing assets. Therefore, we use the concept of PYD to define the promotion of desirable competencies that lead to positive development outcomes in young people, focusing on reducing or eliminating the undesirable. Behavior such as violence, drug or alcohol use, or juvenile delinquency. However, programs should be structured as possible to achieve maximum results in positive youth development.

In this journal review, researchers also found a program concept commonly used in sport-based, future youth development research: intentionally or intentionally structured programs. This intentionally structured program accomplishes its goal with ease. That is, by organizing the milestones of the indicators so that there is more evidence that intentionally designed programs can produce quality programs and influence desired outcomes.

The results of all the journals surveyed in this study with the keywords extra-curricular activities, consciously structured, and positive youth development showed that extra-curricular activities help young people develop psychosocial skills that lead to holistic development. The method and the extra-curricular activity are of the utmost importance. Productive areas promote the positive development of adolescents, as extra-curricular programs are known to positively impact students' academic, social, and behavioral skills (Fredricks & Simpkins, 2013). However, participation in extra-curricular activities does not automatically lead to the development of a youthful personality, and mechanisms for the growth of young people should be intended, just as teachers and trainers do in activities inside and outside of school. It is essential for coaches to consciously and systematically integrate strategies to foster positive athlete development (Camiré et al., 2011). In particular, previous studies advocate this intentional transfer of life skills. From this, researchers can conclude that many studies intentionally use structured programs of extra-curricular activities with the goal of positive youth development (PYD) in their submissions. This means improving life skills and emotional domains such as competence, confidence, connection, character, and compassion.

## CONCLUSION

Based on the results of the research, that

group-oriented physical activities are an area with great potential for the development of life skills in adolescents, namely the ability of adolescents to control themselves to solve problems without adding to problems, so that there is widespread belief in society that participation in outdoor activity programs Schools that are structured on purpose in their implementation can produce quality programs where this can contribute to the development of youth in a positive direction and this research also has results that can be concluded in accordance with the widespread belief in society, namely that the Intentionally Structured Program applied in out-of-school activities in its implementation can influence the development of positive youth, this can be seen from the increase in the 5C elements in (PYD), namely competence in the academic, social, emotional, self-confidence, possessing the physical those who are sensitive to themselves as well as other people, have character, have a sense of caring or compassion for others.

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