

Life Skill Development through Pencak Silat Martial Arts Training: An Intentionally Structured Positive Youth Development Program

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Abstract Pencak silat is a contemporary general term used in Indonesia, Malaysia, and other Southeast Asia countries to mention hundreds of traditional and modern martial arts which are performed either by a solo player or a duel, with or without musical background. One type of Pencak Silat in Indonesia is Tapak Suci. This research aimed at investigating the impact of Tapak Suci Training Model with Positive Youth Development based training in developing Life Skills for Athletes. This research was experimental research involving 56 athletes who were divided into two groups, 28 athletes for the experimental group and 28 athletes for the control group. The research instrument used was life skill questionnaires involving 35 questions about emotional skills, goal setting, problem-solving and decision making, leadership, and respect. Data analysis was done descriptively and a t-test was employed to investigate the different impacts between the two groups. The results showed that Tapak Suci Pencak Silat Training Model implemented in the experimental group gave a higher impact on the life skill transfer for athletes compared to the control group. This research concludes that Pencak Silat Tapak Suci Training Model is proved to be an effective effort for life skills transfer among athletes. In addition, the employment of programmed

exercises is recommended to be implemented for individual life skills transfer.

Keywords Life Skills, Pencak Silat, Positive Youth Development

1. Introduction

Life Skill is a skill that enables an individual to succeed in the different environments where they live, such as school, home, and their surroundings [1]. In addition, life skills are seen as an integral part of preparing the youths for their daily life and active involvement in society [2]. The global life challenges during the rapid development of technology make young people continue to learn to develop their abilities and life skills so that they can compete in the future [3] [4]. Life Skills involve various aspects of skills and other aspects, such as a healthy diet, and cognitive and behavioral aspects [5]. Therefore, the study of individual life skills abilities has received special attention in recent decades [6].

Regarding the formation and development of life skills,

previous research has revealed that life skills can be developed through a structured and systematic sports program [7]. Furthermore, other research emphasizes that sport is a medium to increase social, emotional, and academic skills, as well as help the youths to collaborate with others [8]. This is due to the nature of the sport which requires persistence in learning new skills, or social and cognitive skills because people have to work independently and help each other to solve problems and make decisions [9]. Supporting those statements, other studies reveal that exercise can also improve the life skills and psychology of individuals involved in programmed sports activities [10].

Recent studies revealed that life skills are also influenced by the design of the intervention program, the type of exercise, the duration, and the age of the participants [7]. The theoretical and practical implications of the use of organized sports-based interventions are one form of Positive Youth Development (PYD) program promotion. PYD is a program designed to develop skills in adolescents by leading to two aspects, the development of physical skills and the development of life skills [11]. PYD carries out a useful proactive approach in the development of personal skills such as cognitive, social, emotional, and intellectual which are necessary for youths to be active and successful in society [12]. The final goal of PYD is to prepare and involve the good quality of youths in every opportunity in order to live a positive life [13]. This is in line with the needs of youth to have life skills in the future.

Life skills transfer is a sustainable process where an individual continuously interacts with and interprets their environment to create positive life skills [14]. Many researchers and experts have studied and discussed the implementation of innovation or training models and learning that can develop life skills in individuals such as the use of heuristic models to practice life skills [3], several intervention programs to increase the life skills of adolescents through leadership program [15], football [16] [17], skating [18] and physical activities [19]. However, there is still limited study about the use of sports training programs, especially martial arts, to form and develop life skills. Whereas, according to the history of Indonesia, self-defense is the basic foundation for survival during the ancient kingdom [20].

The previous study revealed that the systematic design of the intervention program give a positive impact on the formation and development of individual life skills [21]. Furthermore, other studies revealed the importance of a structured program (Intentionally Structuring Program) in sports to facilitate Positive Youth Development programs that have an impact on the formation of individual life skills [13]. An intentionally Structured Program is an approach that is intentionally designed so that an individual can focus and be directed to reach a particular goal [22]. The Intentionally Structured Program is an explicitly structured program that has a targeted goal such as sports activities that can provide a unique context for PYD promotion because of the emphasis on peer interaction,

collaboration, and competition, as well as structured coaching and skills development [23]. The implementation of an intentionally structured positive youth development program has been broadly implemented and it has been proven to create a positive impact on an individual life skill development. This is in line with the result of the previous study regarding The First Tee program, a physical activity-based youth development program that used golf as a medium to teach and develop life skills [21]. Furthermore, other research added that the implementation of structured and well-designed programs in sports and physical education give a contribution to the development and PYD promotion, as well as being able to improve life skills, social capital, character, and also stimulates critical thinking, values, and morals [24] [25] [26]. This means that life skills transfer can be developed through an Intentionally Structured Positive Youth Development Program.

Pencak Silat Tapak Suci Training Model is an Intentionally Structured Positive Youth Development Program aimed at influencing Youths' life by providing an educational program focused not only on physical improvement but also on character building of an individual, inculcation of values that improve life and teach religious values. The previous research succeeded in validating the designed programs [27]. Therefore, this article intended to investigate the impact of Pencak Silat Tapak Suci Training Model based on Positive Youth Development on athletes' life skills transfer.

2. Methods

This research was an experimental research that compared the experimental and control group to investigate the impact of the treatment given [28]. The research participants were Pencak Silat Tapak Suci athletes in Kuningan City. There were 56 athletes and they were randomly divided into two groups, 28 athletes for the experimental group and other 28 athletes for the control group. The experimental group was given the Pencak Silat Tapak Suci training model with Positive Youth development-based activities that were conducted in 24 meetings for six months training period. The training was conducted in 180 minutes in each meeting (the meeting was done once a week). Meanwhile, the control group was given a common traditional training method. The program of Pencak Silat Tapak Suci training model is shown in table 1.

The instrument used in this research was life skills questionnaires that used five point likert scale which were adapted from the previous research and tested with Cronbach's Alpha (0.865) [29]. The life skills questionnaires consisted of 35 questions about emotional skills, goal setting, problem-solving and decision making, leadership, and respect. Data were collected through questionnaires that had been tested the normality and

homogeneity test with Kolmogorov-Smirnova and Levene computer software to compare the formation of life skills in
Statistic then were analyzed using T test with SPSS 21 the two groups.

Table 1. Pencak Silat Tapak Suci Training Model Program based on Positive Youth Development

Meeting	Materials
1 st Meeting	<ul style="list-style-type: none"> Organizational material (the introduction of Tapak Suci traditions involving salutes in Tapak Suci) Al Islam; 1) Aqidah, the implementation of national salute in Tapak Suci, 2) Akhlaq, worshipping as the vow of Tapak Suci Physical training: 1) flying frog motion (<i>katak melempar tubuh</i>) 2) endurance exercises, continuous running Religious values implementation
2 nd Meeting	<ul style="list-style-type: none"> Organizational material (Understanding Pencak Silat Tapak Suci as self-protection against the threats and dangers) Physical training: 1) learn the motion of blocking blooming rose (<i>tangkisan mawar mekar</i>), 2) endurance exercises, continuous running Honest values implementation
3 rd Meeting	<ul style="list-style-type: none"> Organizational material (The understanding that Pencak Silat Tapak Suci training activities come from two resources; 1) Indonesian Pencak Silat Association (IPSI) and Autonomous Organization of Putera Muhammadiyah) Physical training: 1) The athletes/ students perform a series of combined flying frog and blocking blooming rose motion, 2) endurance exercises, continuous running Discipline values implementation
4 th Meeting	<ul style="list-style-type: none"> Al Islam; Learn how to do shalat based on <i>tarjih</i> of Muhammadiyah Physical training: 1) The athletes/ students perform a series of combined flying frog and blocking blooming rose motion, 2) endurance exercise, fartlek training Hard-working values implementation
5 th Meeting	<ul style="list-style-type: none"> Organizational material (The introduction of Tapak Suci traditions, involving salute in Tapak Suci, procedures for sitting and standing, prayers, procedures for wearing a belt, and the national greeting of Tapak Suci) Al Islam; 1) Aqidah, national salute of Tapak Suci implementation, 2) Akhlaq, worshipping as the vow of Tapak Suci Physical training: 1) Learn blocking withered rose motion (<i>tangkisan mawar layu</i>), 2) latihan daya tahan fartlek The application of independent values
6 th Meeting	<ul style="list-style-type: none"> Organizational material (Understanding pencak silat tapak suci as self-protection against the threats and dangers) Physical training: 1) Learn rose flower stalk motion (<i>lilitan tangkai bunga mawar</i>), 2) endurance exercise, fartlek training Self-confidence implementation
7 th Meeting	<ul style="list-style-type: none"> Organizational material (The understanding that Pencak Silat Tapak Suci training activities come from two resources; 1) Indonesian Pencak Silat Association (IPSI) and Autonomous Organization of Putera Muhammadiyah) Physical training: 1) The athletes/ students perform a series of combined blocking withered rose motion and rose flower stalk motion, 2) endurance exercise, interval training Respect implementation
8 th Meeting	<ul style="list-style-type: none"> Al Islam: Learn how to do shalat based on <i>tarjih</i> of Muhammadiyah Physical training: 1) practical techniques, flying frog motion (<i>katak melempar tubuh</i>), The athletes/ students perform a series of combined blocking withered rose motion and rose flower stalk motion, 2) endurance training, interval training The implementation of religious values
9 th Meeting	<ul style="list-style-type: none"> Organizational material (the introduction of Tapak Suci tradition, praying) Al Islam: 1) aqidah principles, 2) akhlaq principles Physical training: 1) bull's head motion (<i>tandukan lembu jantan</i>), 2) endurance training, interval training The implementation of honest values
10 th Meeting	<ul style="list-style-type: none"> Organizational material (The understanding of Pencak Silat Tapak Suci as the self-protection against various threats and dangers) Physical training: 1) Learn pigeon's bite motion (<i>pagutan merpati</i>), 2) endurance exercise, push up The implementation of discipline values

Table 1. Continued

11 th Meeting	<ul style="list-style-type: none"> Organizational material: The understanding that Pencak Silat Tapak Suci training activities come from two resources; 1) Indonesian Pencak Silat Association (IPSI) and Autonomous Organization of Putera Muhammadiyah) Physical training: 1) practical techniques, the athletes/students perform, 2) endurance exercises, sit up The implementation of hard-working values
12 th Meeting	<ul style="list-style-type: none"> Organizational material (how to sit and stand) Al Islam; learn shalat tarjih of muhammadiyah Physical training: 1) practical techniques, the athletes perform a series of combined bull's head motion and pigeon's bite motion, 2) endurance exercise, pull up The implementation of independent values
13 th Meeting	<ul style="list-style-type: none"> Organizational material (the introduction of Tapak Suci traditions, wearing a belt tutorial) Al Islam: 1) aqidah principles, 2) akhlaq principles Physical training: 1) flying dragon motion (naga terbang), 2) static flexibility training The implementation of self-confidence values
14 th Meeting	<ul style="list-style-type: none"> Organizational material (The understanding of Pencak Silat Tapak Suci as the self-protection against various threats and dangers) Physical training: 1) the eagle swings its wings motion (rajawali mengibas sayap), 2) Dynamic flexibility training The implementation of respect values
15 th Meeting	<ul style="list-style-type: none"> Organizational material: The understanding that Pencak Silat Tapak Suci training activities come from two resources; 1) Indonesian Pencak Silat Association (IPSI) and Autonomous Organization of Putera Muhammadiyah) Physical training: 1) Technical practice, the athletes perform a series of combined flying dragon motion and the eagle swings its wings motion, 2) passive flexibility training Religious values implementation
16 th Meeting	<ul style="list-style-type: none"> Al Islam: Learn how to do shalat based on <i>tarjih</i> of Muhammadiyah Physical training: 1) practical techniques, Bull's head motion, the athletes perform a series of combined flying dragon motion and the eagle swings its wings motion, 2) a flexibility training using PNF method The implementation of honest values
17 th Meeting	<ul style="list-style-type: none"> Organizational material (national salutes of Tapak Suci) Al Islam: 1) Aqidah principles, 2) Akhlaq principles Physical training: 1) Learn flying fish wiggle fins (ikan terbang menggoyangkan sirip, 2) speed training The implementation of discipline values
18 th Meeting	<ul style="list-style-type: none"> Organizational material (The understanding of Pencak Silat Tapak Suci as the self-protection against various threats and dangers) Physical training: 1) learn flying fish motion (ikan terbang menjuang ke angkasa), 2) speed training The implementation of hard-working values
19 th Meeting	<ul style="list-style-type: none"> Organizational material: The understanding that Pencak Silat Tapak Suci training activities come from two resources; 1) Indonesian Pencak Silat Association (IPSI) and Autonomous Organization of Putera Muhammadiyah) Physical training: 1) practical techniques, the athletes/ students perform a series of combined flying fish wiggle fins motion and flying fish motion, 2) building power exercises The implementation of independent values
20 th Meeting	<ul style="list-style-type: none"> Al Islam: Learn how to do shalat based on <i>tarjih</i> of Muhammadiyah Physical training: 1) practical techniques, the athletes/ students perform a series of combined flying fish wiggle fins motion and flying fish motion, 2) building power exercises The implementation of confidence values
21 st Meeting	<ul style="list-style-type: none"> Organizational material (salutes of Tapak Suci) Al Islam: 1) Aqidah principles, 2) Akhlaq principles Physical training: 1) tiger paving the way motion (harimau membuka jalan, 2) building stamina exercises Implementation of respect values

Table 1. Continued

22 nd Meeting	<ul style="list-style-type: none"> Organizational material: The understanding of Pencak Silat Tapak Suci as the self-protection against various threats and dangers Physical training: 1) blocking hungry tiger motion (tangkisan terkaman harimau lapar), 2) building stamina exercises Religious values implementation
23 rd Meeting	<ul style="list-style-type: none"> Organizational material: The understanding that Pencak Silat Tapak Suci training activities come from two resources; 1) Indonesian Pencak Silat Association (IPSI) and Autonomous Organization of Putera Muhammadiyah) Physical training: 1) practical techniques, the athletes/students perform a series of combined tiger paving the way motion and blocking hungry tiger motion, 2) Agility training Honesty values implementation
24 th Meeting	<ul style="list-style-type: none"> Al Islam: Learn how to do shalat based on <i>tarjih</i> of Muhammadiyah Physical training: 1) practical techniques, the athletes/students perform a series of combined tiger paving the way motion and blocking hungry tiger motion, 2) Agility training Discipline values implementation

Table 2. Result Description of Life Skills Questionnaire for the Experimental Group and the Control Group

	Experimental Group	Control Group
Total Score	4098	3522
Average X	146.36	125.79
Standard Deviation SD	2.81	3.11
Varian	7.94	9.73
Minimal Score	141	121
Maximal Score	153	132

Table 3. The Comparison of Experimental Group and Control Group on Life Skills Transfer and Developmental Outcome

Life Skills Transfer and Developmental Outcome	Experimental Group		Control Group		Effect size
	M	SD	M	SD	d
Emotional Skills	4.20	0.57	3.59	0.58	0.61
Goal Setting	4.17	0.58	3.63	0.61	0.55
Problem Solving and Decision Making	4.13	0.60	3.71	0.57	0.42
Leadership	4.15	0.53	3.62	0.58	0.53
Respect	4.21	0.57	3.56	0.59	0.65

3. Result and Discussion

3.1. Result

Based on the results of completing the life skills questionnaire in the experimental group and the control group, descriptive data information was obtained as shown in table 2.

As shown in table 2 the result of the experimental group's average score is 146.36 with a standard deviation of 2.81, meanwhile, the control group gains 125.79 with a standard deviation of 3.11. In addition, table 3 shows the difference in the life skills transfer average score for the experimental and control group.

In table 3, it can be seen that in all aspects, the experimental group got greater results than the control group with a difference in the average score on the

Emotional Skills aspect of 0.61, Goal Setting of 0.55, Problem Solving and Decision Making of 0.42, Leadership of 0.53, and Respect is 0.65. Furthermore, table 4 and 5 show the normality and homogeneity test of the research results.

In table 4, it is shown that the normality test Kolmogorov-Smirnova value Sig of the control group is $0.73 > 0,05$, and the value of the experimental group is $0.88 > 0.05$, therefore, it can be concluded that the data are normally distributed. In addition, table 5 shows the value is $0.394 > 0.05$, which means the data are homogenous

Based on the results of the t-test presented in table 6, it is shown the sig. value (2-tailed) is $0.000 < 0.05$ meaning that there is a significant difference between the two groups. This means that the experimental group has a more significant impact on the formation of the athlete's Life Skills compared to the control group.

Table 4. The normality test of the experimental and control group.

	Group	Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Life Skills Transfer	Control Group	.154	28	.088	.939	28	.104
	Experimental Group	.158	28	.073	.967	28	.499

Table 5. The result of homogeneity test to the experimental and control group

		Levene Statistic	df1	df2	Sig.
Life Skills Transfer	Based on Mean	.740	1	54	.394
	Based on Median	.825	1	54	.368
	Based on Median and with adjusted df	.825	1	53.788	.368
	Based on trimmed mean	.810	1	54	.372

Table 6. The Results of the t-test of the experimental group and control group

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Life Skills Transfer	Equal variances assumed	.740	.394	-25.894	54	.000	-20.571	.794	-22.164	-18.979
	Equal variances not assumed			-25.894	53.453	.000	-20.571	.794	-22.165	-18.978

3.2. Discussion

The experimental group of this research was given a treatment of Pencak Silat Tapak Suci Training Model based on Positive Youth Development. The result has been proven that the treatment gave a positive impact on the athletes' life skills transfer compared to the control group that was given a common training program.

This result has strengthened the previous research that life skills transfer could be developed through various types of sports or exercises that were systematically designed and had a clear goal [7]. Furthermore, the results of another study suggested that a structured sports program designed to teach life skills is more suitable to encourage the positive development of youths compared to a sports program that is not intentionally created. A more structured sports program is believed to have a major impact on integrating education values for individuals [13].

There are several advantages of this strategy implementation. First, by using the Intentionally Structured Positive Youth Development Program, the coach has a structured mission in order to develop values, character, and various aspects that support the formation of athlete's life skills so that they do not only focus on the

physical aspect. Furthermore, Pencak Silat activities can encourage personal growth.

In this case, the eternal value of doing sports experiences lies in the implementation of the learned principles through participating in the activities, then transferring the result to the other areas. There are millions of youths doing sports, however, only a small number of them are willing to involve in sports careers. Many of them grow up and further define themselves, finding other skills and interests in order to implement valuable principles during their participation in sports activities [30] [31] [32]. These transferable behaviors and attitudes are what we called life skills [33].

Second, in the Pencak Silat Tapak Suci Training Model based on Positive Youth Development, the researcher focused more on the implementation of religious values, honesty, discipline, hard work, independence, self-confidence, and respect according to the nature of Pencak Silat Tapak Suci. This characterizes the training model. In this regard, previous research revealed that individuals in the same environment tend to differ from each other as a result of the life skills they have mastered, and their resources. Therefore, each individual requires different life skills. This difference might be caused by different ages, ethnic groups and/ or races, or the

economic status of the individuals. Even though these distinctions are necessary, it is also important to recognize a core set of life skills that all individuals need to know. Besides, many individuals can also effectively apply life skills learned in one environment to another [21].

Lastly, one of the keys to teaching life skills is the ability to assist adolescents in setting and achieving goals and skills in identifying and transferring physical, mental, and other aspects of skills acquired from one domain to another. An understanding of adolescence, physical activity, cognitive, affective, and social/interpersonal changes that occur during this period need to be considered in redesigning the learned life skills to suit their environment.

In this case, the use of the Intentionally Structured Positive Youth Development Program concept encourages coaches to be able to develop training programs according to the athlete's needs related to their life skills transfer. Previous research revealed that the learning goal-setting process is a critical process meaning that asking participants to "set goals for themselves" is very important. If they think that their goals are less important, it is less likely to be achieved. Unimportant goals are rarely achieved. Therefore, to ensure that energy will be invested in achieving goals, it is important to help participants ensure that goals are important to them [34]. When goals are identified but not achieved, there are some better explanations than "lack of motivation" why the goals have not been achieved so that appropriate solutions to the problems will be found [35] [36] [37]. Therefore, coaches need to be able to develop and implement an Intentionally Structured Positive Youth Development Program in the context of athletes' life skills transfer.

4. Conclusions

This study concludes that there was a significant difference in the results of the Life Skills assessment between the experimental group and the control group. This means that Tapak Suci Pencak Silat Training Model based on Positive Youth Development has a greater impact on the development of the athlete's Life Skills compared to the traditional training model. Researchers recommend the use of PYD-based programmed exercises to be applied in various sports exercises to form and develop Life Skills through sports activities. Related to life skills, in the process of the Pencak Silat training program, the trainer should not only carry out the contents of the training program, such as technical aspects, physical aspects, and mental aspects but also implement life skills, so that athletes can apply life skills in social life for the positive youth development.

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