

Integrating Life Skills into Kid's Athletics Program on Extracurricular Activities

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Abstract Life skills play a crucial role in the success of individual lives, but research related to life skills in sports activities, especially athletics is still very limited. This study aims to determine the effect of integrating life skills into the Kid's athletics program on extracurricular activities in elementary schools. A quasi-experimental method was administered in this study with a questionnaire technique for the data collection. Collected samples using purposive sampling, forty-five elementary school students aged 11-12 years (11.4 ± 1.1) participating in extracurricular activities were taken as the research subjects. The samples were divided into three groups: the experimental group with an intentionally structured kid athletic program, the experimental group with the unintentionally structured kid athletic program, and the control group without any treatment. All groups were assigned a ten-session program. The results showed a significant difference between the value of the life skills integrated into the Kid's athletics program and the group in the Kid's athletics program that did not integrate life skills ($p > 0.05$). This study indicates that life skills can be developed through Kids' athletic programs by integrating them into extracurricular activities and sports, with the hope that students can implement them

in everyday life to be valuable and successful in facing various life challenges in the future.

Keywords Life Kills, Kids Athletic, Extracurricular Activities, Intentionally Structure

1. Introduction

The low-skilled young people are one of the causes of Indonesia's high open unemployment rate; the Central Bureau of Statistics revealed that 13.2 million Indonesian people unemployed. This phenomenon happens due to rapid changes in culture and globalization. In this age, it is easy to communicate and access information from various parts of the world, forcing humans to improve multiple skills to adapt positively to these changes. Still, there will be negative impacts on those unable to respond and prepare for and anticipate the adverse effects of globalization. Therefore, it is urgent to instill and develop positive life skills for young people [1] because they need to learn many skills [2].

A life skill is a skill that enables individuals to succeed in various environments, such as at home, school, and in society [3]. Life skills generally represent several skills to empower cognitive, emotional, personal, and interpersonal abilities [4]. Life skills contribute to a person's personal growth and development. In addition, these abilities can make individuals attractive and dynamic and help young people improve their mental well-being and competence to face life reality [1]. Applying life skills in sports is a standard method to develop skills needed by athletes in their chosen sport and other aspects of their lives. [5,6]

In the last few decades, sports psychology researchers have made great efforts to develop how sports or physical activity can be designed to encourage young people's development positively [7]. Kid's athletics is a program designed by the International Association of Athletics Federations (IAAF) to promote and expand sports activities in schools and sports clubs. This program offers children aged 7-12 years the experience of practicing and learning various physical activity skills [8]. Kid's athletics provides an amplified space to enrich movement coordination skills so that they can participate significantly in developing essential human movement functions and develop fundamental athletic motor skills. Besides, Kid's athletics can apply various new and exciting movement pattern techniques. Hence, children can try multiple fundamental movement patterns in a fun and positive way, and the richness of movement patterns in activities makes these activities contain various life skills values [8,9,10]. Sports activities through the Kid's athletic program have become one of the media as an effort to develop life skills. They are allowed to feel the atmosphere of the practice experience, learn various sports activities skills, and improve their physical fitness (speed, strength, endurance, agility, flexibility, and coordination) while playing multiple games on track and field in a simplified way [11-14].

However, sports activities can be integrated with life skills to develop personal quality through sports activities, especially the Kid's athletics program [15]. The previous study showed that sports could be a medium for creating and transferring life skills because sports are seen as a meaningful social activity for most youths where they are involved in specific components of movements of sport [16]. Developing life skills through sports media has become a breakthrough that is currently growing, supported by the sports community through positive youth development program campaigns [15]. Experts widely recognize that sports or well-organized physical activities benefit young people to engage in Positive Youth Development [16] and are significant factors in developing identity and self-esteem [17].

However, there is still a lack of research focusing on life skills development, especially using sports as a tool [15]. The new insight on developing life skills proves that sports programs created and carried out to build life skills are

more appropriate for encouraging the positive development of youth when compared to structured sports programs [18]. The concept of life skills can be applied and developed through sports activities [19]. For example, a study found that a golf program for young people that integrates life skills could gain two benefits: developing sports competency and life skills [20]. Practitioners of other sports can apply these positive trends to the program and sports learning, including the Kid's athletic program. In this study, the researchers integrated life skills into Kid's athletics in a structured and deliberate manner.

2. Materials and Methods

2.1. Participants

This study used a quasi-experimental research method, pretest-posttest control group design with more than one experimental group (Table 1; 21,22). All participants were given a pretest. Experimental group A was given life skills teaching in 10 meetings.

Forty-five students in the fifth and sixth grades (aged 11-12 years) in a public elementary school in Indonesia were invited to participate in this study. They were selected based on their active involvement in extracurricular activities at school and then divided into two groups of experimental class (30 people) and one control group (15 people). The first treatment group was taught life skills integrated into the Kid's athletic program, while the second group was given the athletic kids program without including life skills material.

Table 1. Research Design

Group A	M	O ₁	XT ₁	O ₂
Group B	M	O ₁	XT ₂	O ₂
Group C	M	O ₁	XC	O ₂

Note: Group A is a sports/athletic extracurricular group that integrates life skills into the Kid's Athletic program; group B is a sports/athletic extracurricular group that is not specifically integrated with life skills in the Kid's Athletic program; group C is an academic extracurricular activity group; subjects in each group that have been assigned (on certain variables) are not randomly assigned to groups; O₁ is the pre-test; O₂ is post-test; XT₁ is a group that is given treatment by integrating life skills in a structured and deliberate manner in the kid's athletics program; XT₂ is the treatment group that is not integrated with life skills specifically in the kid's athletics program, the XC group is the control or comparison group.

2.2. Instructional Material

Kids' athletics is a program designed by the IAAF to promote school sports activities. The program provides opportunities for children aged 7 to 12 years to practice and learn a variety of physical activities and sports and develop bio motor abilities (speed, strength, endurance, agility, flexibility, and coordination). This program is widely applied in learning sports [12,23,24]. This study administered the kids' athletic program to both treatment

groups. In the first treatment group, the kids' athletic program was integrated with life skills (goal-setting, teamwork, social skills, problem-solving skills, and perseverance). Meanwhile, the second treatment group only participated in the kids' athletics.

2.3. Instrument

Measurement of students' life skills was carried out using the Life Skills Scale for Sport (LSSS) instrument developed by Cronin and Allen [25]. This scale consists of 26 items that measure the components of goal setting (9 items), teamwork (7 items), social skills (5 items), problem solving (5 items). In addition, to measure soft skills, a persistence component (5 items) was added which was adapted from the Grit-S Scale [26]. After the reliability test was carried out, the Cronbach's alpha value was 0.947. According to the results of this reliability test, it is proven that the instrument is reliable and feasible to use

3. Results

Before carrying out the treatment, a pre-test was carried out to obtain the initial data values to meet the prerequisite test; the results showed that the data were normal and

homogeneous, then the research was divided into three sample groups, namely: Group A was a treatment group that integrates intentionally structured life skills in Kid's athletics program activities; Group B was a treatment group that did not integrate life skills in the activities of the Kids athletic program; while group C was the control group. The data for each group before treatment (pre-test) and after treatment (posttest) are shown in Table 2.

Later the hypothesis was tested using the One Way ANOVA with the help of IBM SPSS software version 23 for windows with the following research hypotheses: H0: There is no difference in the development of life skills in group A with group B and group C (academic, extracurricular activities); Ha: There is/are difference/s in the development of life skills in group A with group B and group C (see Table 3).

Table 3 shows that the F value = 19.885 and the significance is 0.00; thus, the F value was compared to the F table = 3.14. The decision is F value > F table, and Ho is rejected. It means there are differences in a life skills development based on significance value. (0.000) 0.05 (significance level: α), it was decided that Ho was rejected. It was concluded based on these results that there were significant differences in the development of life skills values in all groups. A post hoc test analysis was carried out to answer the hypothesis, as shown in Table 4.

Table 2. Descriptive statistics of research results

Group		N	M	SD	Gain Score
A	Pre-test	15	102,7	7,75	26,53
	Post-test		129,3	19,56	
B	Pre-test	15	100,8	18,71	7,27
	Post-test		108,1	22,1	
C	Pre-test	15	87,7	8,75	1,1
	Post-test		88,1	9,30	

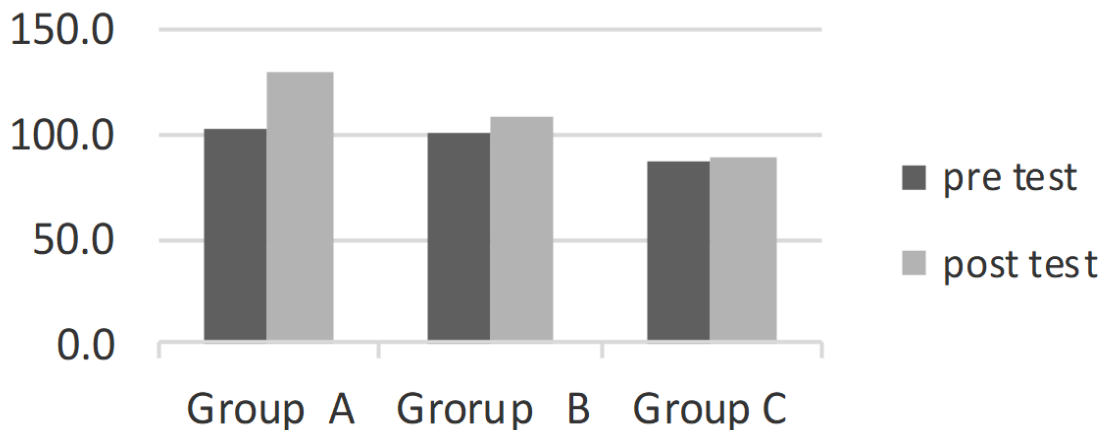


Figure 1. The difference in the increase in gain of life skills for each group

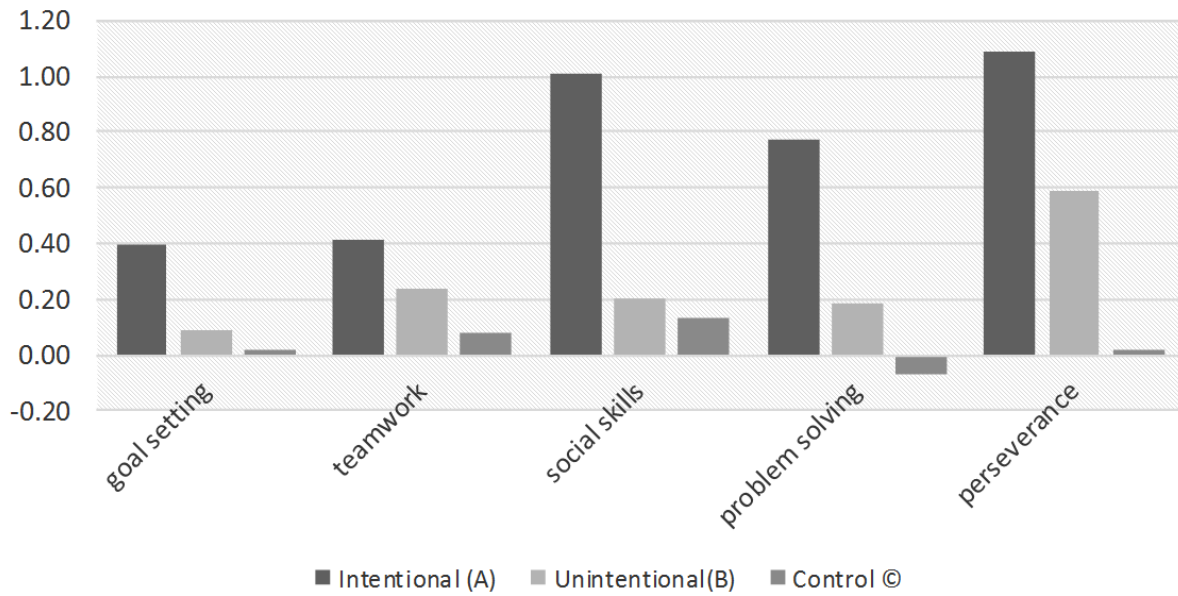


Figure 2. The difference in the component of life skills

Table 3. Summary of the results of the One-Way ANOVA test

Source of Variation	Sum of Squares	df	Mean Square	F	Sig
Between Groups	12693,644	2	6346,82	19,89	000
Within Groups	13405,600	42	15.53		
Total	26099,244	44			

Table 4. Summary of post hoc test results

Group	LSD	
	The difference in Average Score	Sig.
A-B	21.2	0.002
A-C	41.1	0.000
B-C	19.9	0.004

Based on the data on the results of the LSD test, it is noticeable that each group had a different average value; groups A and B had an average difference of 21.2 with a Sig value. $0.002 < 0.005$, meaning there was a significant difference in the mean values of groups A and B. Groups A and C had an average difference of 41.1 with a Sig value. $0.000 < 0.000$, indicating a significant difference in the average value. Then in groups B and C, the difference in value was 19.9 with Sig. 0.004 so that the decision was obtained: there was a significant difference in the average value between groups B and C. The difference in the development of life skills for each group is shown in diagram 1. Diagram 2 shows the difference in each component of life skills.

4. Discussion

This study aims to ensure the importance of integrating life skills intentionally and in a structured manner in the Kid’s athletics program to develop life skills in extracurricular activities in elementary school. The results of data processing and analysis show that there are significant differences in life skills in each group. Group A shows the highest development in life skills compared to other groups; these results confirmed several previous studies that students who actively participate in sports activities at school have higher life skills than students who do not participate in sports [3,11,16,27]. It is because sports activities contain the value of life skills that can be transferred to daily life. For example, when children participate in sports activities requiring teamwork, the child’s ability to apply teamwork during activities is more likely to occur [11].

Sports are among the most popular activities for the young generation [28]. One of the solid reasons for using these activities as a medium to develop life skills is that sports could positively contribute to improving the quality of youth development [29,30] and providing benefits for physical, mental, and social development [1]. Although it is important to note that the positive benefits of the sports environment in developing young people’s skills do not occur automatically because achievement-specific sports have different characteristics from sports to develop life skills, sports have to be organized so that the goals of positive development in young people are more likely to occur [31]. It is proven that sports activities that are structured and planned can have a positive impact on youth development. Even though life skills will eventually be

developed through sports activities, sports activities that are arranged intentionally have a better impact than those that are not intentional [19,20,32,33].

Teachers have a significant role in the efforts to succeed in student life skills. Coaches or teachers plan youth development strategies intentionally in a sport or learning activity to ensure that young people have enough opportunities to participate in developing life skills [34]. Trainers need to actively involve students in setting goals, provide personalized feedback, and build solid relationships with students to unlock the potential for developing life skills more optimally [2,35]. Further, coaches and trainers have roles in providing opportunities for students to exercise life skills in a sports environment, generating motivational stories to stay diligent, having honest conversations, providing modeling for using life skills outside the sports environment, leading discussions on how to apply life skills in school, and helping to strengthen students' motivation to participate actively at school [2,5,36].

Group A program is structured in such a way that every variation of activity of the Kids athletics contains life skills values that are integrated in a planned and deliberate manner. Meanwhile, Group B is not explicitly integrated with life skills but applies the four principles of integration compiled by other researchers [32], focusing on using one or two components of life skills per practice of the Kid's athletic program. We introduce life skills components at the beginning of the practice and implement a comprehensive life skills strategy in the Kid's athletic program. In addition, we reflect on the components of life skills in the Kids athletic program practice at the end of each exercise to introduce and develop life skills early to school students aged 11-12 years. As a result, students who participate in the Kid's athletics program integrated with life skills in a structured way obtain optimal results. It is evidenced by the successive increase of each component rate on goal setting, teamwork, social skills, problem-solving, and perseverance with an average life skills growth. This evidence confirms that participation in sports/athletic activities can improve goal-setting, teamwork, social skills, problem-solving, and perseverance [11], especially when life skills values are included, as explained by Brunelle et al. [27] that combining life skills programs in sports activities can improve character and life values.

Athletes who participate in life skills training programs can improve their sports and life skills simultaneously because life skills have characteristics that are easy to convey and apply to everyday life. These skills are learned through sports activities and should be in the form of skills that can help individuals face challenges outside the sports environment [32,37,38]. If not, the training or learning only focuses on developing sports skills alone, not life skills. In other words, the development of life skills is

declared unsuccessful. This research also reveals the correct way to implement the Kid's athletics program to enrich movement coordination and develop children's fundamental movement skills. It is also a new medium for developing life skills, considering there is still little research on kid's athletics, especially in Indonesia. Bensikaddou & Touati Ahmed Benklaouz designed a kid's athletics program to bring children's fun through playing in sports activities, enabling children to recognize and develop fundamental movements such as sprinting and endurance running, jumping, and throwing whenever and wherever they want [39]. The Kid's athletics program provides opportunities for children to do physical/sports activities that benefit their health and achievement in school. This program is also a medium to promote health, facilitate social interaction, and build adventurous characters for children aged 7-12 years.

The Kid's athletics program is not focused on specific exercises. Still, it can be modified to allow children to try out various sports activities in a fun and positive way. Positive responses (fun and cheerful) were also shown by students who participated in the Kid's athletics program. Integrated life skills, precisely when practicing, are followed with joy. Thus, the learning process and results are more optimal. Along with developing components of life skills, such as perseverance, setting goals, solving problems, social skills, and teamwork, students can become people who are better in their activities in the school environment, social environment, and where they live.

5. Conclusions

The Kid's athletics program, integrated with intentional and structured life skills, has increased life skills to the highest. Athletic activities in extracurricular athletic activities also improve with better life skills than other groups. The extracurricular activities held at school have substantially increased almost all life skills. Group A experienced the most significant improvement, and group B also improved well; even though they were not given special treatment, participating in academic and extracurricular activities also increased life skills components. So it is highly recommended for schools to hold extracurricular activities, for example, athletics and extracurricular academic activities in this case, which are given a special charge of life skills or indirectly will provide provisions and can be applied to life in the future.

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