

The Role of Cycling Communities in Enhancing Teenagers' Life Skills: An Implementation Analysis in Cycling Communities in Tasikmalaya City

Dwi Yulia Nur Mulyadi^{1,*}, Amung Ma'mun², Berliana², Tite Juliantine³, Anggi Setia Lengkana⁴,
Arief Darmawan⁵, Juhrocin¹

¹Physical Education Study Program, Universitas Siliwangi, Indonesia

²Sports Education Study Program, Universitas Pendidikan Indonesia, Indonesia

³Physical Education Health and Recreation Study Program, Universitas Pendidikan Indonesia, Indonesia

⁴Physical Education Study Program, Universitas Pendidikan Indonesia, Indonesia

⁵Physical Education Health & Recreation, Universitas Negeri Malang, Indonesia

Received November 14, 2023; Revised February 5, 2024; Accepted March 15, 2024

Cite This Paper in the Following Citation Styles

(a): [1] Dwi Yulia Nur Mulyadi, Amung Ma'mun, Berliana, Tite Juliantine, Anggi Setia Lengkana, Arief Darmawan, Juhrocin, "The Role of Cycling Communities in Enhancing Teenagers' Life Skills: An Implementation Analysis in Cycling Communities in Tasikmalaya City," *International Journal of Human Movement and Sports Sciences*, Vol. 12, No. 2, pp. 382 - 390, 2024. DOI: 10.13189/saj.2024.120213.

(b): Dwi Yulia Nur Mulyadi, Amung Ma'mun, Berliana, Tite Juliantine, Anggi Setia Lengkana, Arief Darmawan, Juhrocin (2024). *The Role of Cycling Communities in Enhancing Teenagers' Life Skills: An Implementation Analysis in Cycling Communities in Tasikmalaya City*. *International Journal of Human Movement and Sports Sciences*, 12(2), 382 - 390. DOI: 10.13189/saj.2024.120213.

Copyright©2024 by authors, all rights reserved. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

Abstract This research aims to reveal the integration of life skills in the cycling community on the development of adolescents in Tasikmalaya City. Through this approach, teens improve their cycling skills and gain proficiency in teamwork, goal setting, emotion management, interpersonal communication, social skills, leadership, and problem-solving. The Matching-Only Pretest-Posttest Control Group Design is a research design that involves creating two groups of participants. The population studied was the entire bicycle community in Tasikmalaya, with 142 people. The sample was 71 people, who were selected using the purposive or purposive sampling method. The instrument in this research is the Life Skills Scale for Sport (LSSS). The results of the normality test show that both groups have a p-value (Sig.) > 0.05, so it can be stated that the data is normally distributed. Then, for the homogeneity test, the p-value sig is obtained. > 0.05 indicates that the data's variability in the two groups is homogeneous. The t-test results, assuming equal variances, show a significant difference in the average progress of life skills between the "integration of life skills" and "non-integration of life skills" groups. The t-statistic value is 3.919 with 28 degrees

of freedom, and the p-value is very significant ($p = 0.001$). The average difference in life skills progress between the two groups is 21,667, with a 95% confidence interval between 10,341 and 32,992. Furthermore, even though the assumption of equal variances cannot be considered correct (equal variances not assumed), the t-test results still show a significant difference between the two groups ($t = 3.919$, $df = 26.213$, $p = 0.001$). The average difference in life skills progress is 21,667, with a 95% confidence interval between 10,306 and 33,027. This research concludes that the integration of life skills in the cycling community has a significant positive impact on improving the life skills of teenagers when compared to groups that do not integrate life skills.

Keywords Cycling Communities, Life Skills, Health Sports

1. Introduction

In the modern era, teenagers are faced with various

challenges in their daily lives, such as the demand to be independent, collaborate within groups, make sound decisions, and handle problems wisely [1], [2]. However, not all teenagers are able to cope with these challenges effectively. Some of them might struggle in developing the necessary skills to face these challenges [3], [4]. Life skills are the abilities required to navigate various situations and challenges in everyday life [5]–[7]. These skills are crucial for teenagers as they are in a transitional phase from childhood to adulthood [8]–[10]. At this stage, they are shaping their identities and preparing themselves for entering the workforce or higher education [11]. Therefore, teenagers with good life skills will be better prepared to face challenges and seize opportunities in their adult lives [12].

In a study conducted by Cronin dan Allen [13], several life skills were identified as crucial for development in life. These skills include teamwork, goal setting, time management, leadership, social skills, interpersonal communication, emotional skills, and problem solving & decision making. These life skills are considered vital because they empower individuals to become more independent, foster healthy social relationships, and enhance opportunities in the workforce. Furthermore, Kendellen et al. [14] classified life skills into two categories: intrapersonal skills (skills that are more internal, such as goal setting) and interpersonal skills (skills useful during social interactions, such as teamwork). These life skills are crucial to be cultivated early so that individuals can develop the social skills and leadership qualities necessary for life.

In Indonesia, cycling communities are becoming increasingly popular in various cities. These cycling communities not only provide opportunities for exercise and maintaining health but also serve as a platform for developing social skills and leadership, as well as fostering solidarity among members. Therefore, this research aims to analyze the role of cycling communities in enhancing the life skills of teenagers, with a focus on the cycling community in the city of Tasikmalaya. In this study, it is expected that the results of the analysis will provide valuable information for teenagers, parents, and relevant parties in developing teenagers' social skills and leadership through participation in cycling communities. There are four principles that can be used by coaches or cycling community organizers to integrate life skills teaching into training programs: focusing on one life skill per lesson, introducing life skills at the beginning of the lesson, implementing strategies to teach life skills throughout the lesson comprehensively, and asking about life skills at the end of the lesson [14].

In the context of cycling communities, teaching life skills can be integrated into training programs and community cycling activities. For example, coaches or cycling community organizers can focus on one life skill such as time management or leadership in each lesson or activity. Additionally, introducing life skills can be done

at the beginning of the activity or training, and teaching strategies can be tailored to the characteristics of the community members [15], [16]. Finally, cycling community organizers can inquire about the life skills learned at the end of the activity or training to ensure that members have understood and internalized these skills.

Furthermore, analyzing the implementation in cycling communities in the city of Tasikmalaya can provide a better understanding of how cycling communities can effectively develop teenagers' life skills. This can serve as a reference for cycling communities in other cities to develop similar programs, allowing more teenagers to benefit from positive activities like cycling and the development of social skills. Thus, this research is expected to make a positive contribution to the development of healthier and higher-quality teenagers in Indonesia.

2. Theoretical Framework

2.1. Cycling Community

A cycling community is a group or organization consisting of several people with the same interests and hobbies [17]. These communities are usually formed for various purposes, such as developing bicycle riding skills, promoting a healthy lifestyle, or strengthening a sense of solidarity between members [18].

The cycling community can consist of various types of members, including children, teenagers, adults, and older people. Some cycling communities are also comprised of members with different levels of experience in cycling, so they provide an opportunity for members who are just learning to cycle to learn from more experienced members. In their daily activities, the cycling community usually carries out activities such as touring or going around, practicing bicycle riding, holding community events, and so on. Apart from that, some cycling communities also have special programs, such as bicycle riding skills training programs, fundraising programs, or social programs. Along with the increasing popularity of cycling activities, the cycling community is growing in various cities in Indonesia and the world. This community can be a helpful tool for its members, especially in developing life skills, strengthening a sense of solidarity, and promoting a healthy lifestyle.

2.2. Life Skills

Life skills are the abilities needed to manage daily life well and include various aspects such as social, financial, health, and environmental skills [19]. The life skills education program aims to provide practical and usable skills in dealing with job market needs, business opportunities, and economic or industrial potential in society [20]. Sport is also considered an essential factor in positive youth development because it can increase

competence and influence the outcome of positive youth life skills [21]. However, developing life skills through sports only happens sometimes. Still, it must be done in a structured manner and related to the culture of the team or coach who contributes to the development of community life skills. Therefore, it is essential to involve an environment that supports sport and coaches who behave and act in a structured way to facilitate learning life skills through sport.

Learning life skills through sports, creating a supportive environment, and providing valuable experiences to the community are essential. The learning process must also be structured and focused on developing personal, social, vocational, academic, managerial, and entrepreneurial skills. Apart from that, it is also important to carry out competency assessments and provide technical assistance to players so that they can work or form joint ventures. Developing life skills through sport can positively impact youth, such as increasing self-confidence, building social skills, improving health and athletic skills, and reducing the risk of negative behaviors such as drug use and violence [22]. Therefore, sports can be an effective means to facilitate youth development of life skills. However, remember that sport is not the only way to develop life skills. There are many other ways to acquire valuable and practical life skills, such as formal education, job training, life experience, etc. The most important thing is to ensure that the learning process is structured and focused on developing relevant and practical life skills to meet the needs of daily life.

2.2.1. Life Skills Components

Research by [23] utilized the Life Skills Scale for Sport (LSSS), with this scale making it easier to measure the development of life skills in sport. The result of Cronin and Allen validating this initial scale was a significant advance for the field of sport. This scale provides researchers with a measure to assess eight life skills comprehensively. Using the scale, researchers can thoroughly investigate the answers and consequences of developing life skills through sport. Researchers can investigate the eight most frequently cited life skills that youth intend to develop through sport, including;

Table 1. Life Skills Components

Teamwork
Goal Setting
Time Management
Leadership
Social Skills
Emotional Skills
Interpersonal Communication
Problem Solving & Decision Making

2.3. Integrated Cycling Community Concept Life skills

Cycling communities have become an increasingly popular phenomenon in various countries and appear under multiple names such as "bike communities," "cycling communities," "bike clubs," and so on. This community aims to connect people with the same interest and hobby in cycling and promote a healthy and sustainable lifestyle [24]. Apart from that, cycling communities can also be an effective platform for developing life skills, especially in the context of personality development and social skills. Some examples of life skills that can be acquired through the cycling community include;

1. **Teamwork:** As explained previously, cycling as a group or in groups can build good teamwork. In a cycling community, team members must depend on each other regarding safety and technical ability. Apart from that, they must also support each other to achieve common goals.
2. **Communication:** Cycling in a group also requires effective communication, whether in giving instructions, warnings, or other information related to safety and travel. Good communication is also needed to overcome problems and conflicts that may arise in a group.
3. **Leadership:** In a cycling community, a leader or chairman is responsible for leading and organizing events or activities. In this position, a person can develop leadership skills such as coaching and motivating team members, making the right decisions, and overcoming problems.
4. **Ability to overcome failure:** As in other sports, cycling carries the risk of loss or accidents. However, cycling communities can help their members develop the ability to overcome failure, whether in terms of accidents or in achieving shared goals.
5. **Ability to set goals:** In a cycling community, team members must have the same or similar purposes, such as to cycle to maintain health or participate in a competition. This can help team members to develop the ability to set clear and measurable goals.
6. **Ability to make decisions:** In cycling, there are many decisions, such as choosing the correct route, setting a strategy, or deciding whether to continue cycling or take a break. Cycling communities can help their members develop the ability to make good decisions.

3. Materials and Methods

3.1. Research Design

The Matching-Only Pretest-Posttest Control Group Design is a research design that involves creating two groups of participants: one experimental group receiving the intervention and one control group not receiving the intervention [25]. The population studied was the entire

bicycle community in Tasikmalaya, with 142 people. Meanwhile, the sample taken was 71 people, who were selected using the purposive sampling method or purposive sampling. The purposive sampling method is carried out by selecting samples that meet specific criteria considered relevant to the research objectives. In this case, the criteria used to determine the sample were members of the bicycle community in Tasikmalaya City. Next, the sample was divided into two groups: the treatment group and the control group. The treatment group consisted of 35 groups who were given treatment or intervention through life skills integration. In comparison, the control group consisted of 36 groups without treatment or intervention. In this research, using a purposive sampling method to select samples can produce more representative and relevant data to the research objectives.

3.2. Procedures

Before the intervention, both groups are tested on the same dependent variable or outcome measure, a pretest, to ensure the groups are equivalent. After the intervention, both groups are tested again on the same dependent variable, the posttest. In the study conducted, researchers divided the participants or research subjects into two groups: group A1 and group A2. Group A1 is an experimental group of a cycling community with integrated life skills. In contrast, group A2 is a control group comprising a cycling community without integrated life skills. Next, the researcher conducted a pretest (initial test) on both groups as a baseline measurement or starting point before treatment was given. After that, group A1 was given treatment; then, treatment was carried out. In this way, researchers can measure and compare the changes that occur in the two groups to see whether the training and development of life skills integrated into cycling activities positively influence the development of life skills in group A1.

Following are some research steps: 1) Determine an appropriate research design, for example, by using a quasi-experimental method with a control group. 2) Select a representative research sample that meets the inclusion criteria, such as age, gender, and cycling experience. 3) Collect primary data (pretest) on both groups, both on social and emotional abilities, using valid and reliable measuring instruments, such as the Life Skills Scale for Sport (LSSS) or other appropriate measuring instruments. 4) Providing treatment to the experimental group by integrating life skills training into cycling activities, such as providing learning sessions about teamwork, communication, leadership, and so on, while the control group cycled without life skills training. 5) Collect post-treatment data (posttest) in both groups using the same measuring instruments as in the pretest. 6) Analyze data using appropriate statistical methods, such as testing the difference between experimental and control groups and testing the effectiveness of treatment in improving social and emotional abilities. 7) Report research results

clearly and transparently, including interpretation and implications of findings for developing sports and other social activities.

3.3. Research Instrument

The instrument in this research was the Life Skills Scale for Sport (LSSS) from Cronin [26]. This instrument contains 47 statement items of several indicators, as in the table below.

Table 2. Life Skills Scale for Sport (LSSS) Instrument Grid

Variable	Sub Variable	Number of Items
<i>Life skills</i>	Teamwork	7
	Goal Setting	7
	Team Management	4
	Emotional Skills	8
	Interpersonals Communication	4
	Social Skills	5
	Leadership	8
	Problem Solving and Decision Making	4
Amount		47

The Life Skills Scale for Sport (LSSS) measures participants' perceptions of developing life skills through sport [13]. Participants were asked to rate how much sport has taught a person to perform skills. Through LSSS, researchers can investigate the eight life skills that are most often cited and can be integrated into sports activities. This scale provides researchers with a measure to assess comprehensively, making it easier to develop life skills through sports.

3.4. Statistical Analysis

In this study, data analysis was conducted using the Statistical Product and Service Solution (SPSS) Series 25 software in two stages. First, descriptive data were processed through data summarization and tabulation, followed by a test for normality using the Shapiro-Wilk test to ensure the normal distribution of the data. After confirming normality, a test for data homogeneity was conducted using Lavene Statistics to examine the consistency of variations among sample groups. Upon fulfilling the criteria of normality and homogeneity, hypothesis testing proceeded using paired sample t-tests and independent sample t-tests to identify the significant influence of cycling communities integrating life skills on the enhancement of teenagers' life skills. By employing this analytical approach, the study aimed to provide in-depth insights into the role of cycling communities in developing life skills among teenagers in Tasikmalaya City.

4. Result

4.1. Validity and Reliability Test Data

The initial step of this research was to test the questionnaire not on a sample but on the same population. Testing the validity and reliability of the LSSS questionnaire is the next stage after obtaining data from the questionnaire trial results. The results of the validity and reliability testing in question are as follows:

Table 3. Test results of the validity and reliability of the Life Skills Scale for Sport (LSSS)

Variable	Test (n=71)		Validity Test			Reliability Test				
	Mean (SD)	Item-Total Correlation	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's α	ICC (95% CI)	<i>p</i> -Value †	SEM	% SEM	MDC
Teamwork (score)	2.06 (0.23)	0.188 **	2.37 (0.51)	.152	0.800	0.797 (0.770–0.873)	0.256	0.10	6.21	0.22
Goal Setting (score)	2.00 (0.22)	0.200	2.55 (0.89)	.167	0.853	0.830 (0.801-0.946)	0.324	0.18	6.45	0.46
Team Management (score)	2.12 (0.31)	0.145 **	2.49 (0.23)	.201	0.821	0.830 (0.758–0.936)	0.340	0.27	6.45	0.27
Emotional Skills (score)	2.79 (0.67)	0.210	1.77 (0.40)	.134	0.806	0.863 (0.834-0.900)	0.337	0.32	6.77	0.55
Interpersonals Communication (score)	2.80 (0.50)	0.173	1.58 (0.50)	.150	0.824	0.845 (0.810–0.875)	0.296	0.38	6.61	1.47
Social Skills (score)	2.77 (0.45)	0.164	1.78 (0.57)	.209	0.857	0.843 (0.797-0.951)	0.285	0.28	6.45	0.89
Leadership (score)	2.68 (0.77)	0.209	1.48 (0.69)	.188	0.836	0.826 (0.782-0.994)	0.152	0.39	6.07	0.76
Problem Solving and Decision Making (score)	2.65 (0.59)	0.121	2.52 (0.52)	.126	0.894	0.877 (0.785-0.953)	0.236	0.27	7.21	1.06
Total domain score	2.28 (0.57)	0.159 **	2.27 (0.35)	.137	0.822	0.887 (0.726–0.923)	0.247	0.22	7.15	0.58

Based on the information gathered from the self-efficacy questionnaire's validity and reliability test findings, the questions, variables, overall score, and average within the range (Cronbach's 0.800-0.894) all show a fair degree of consistency in the data. As indicated by $\alpha > 0.235$, all questions were deemed legitimate based on the validity test results. We can conclude that the questionnaire is trustworthy and valid.

4.2. Data Descriptions

In the first testing step, we calculated the average value and standard deviation for life skills programs in Bicycle Communities and non-life skills programs in other Bicycle Communities. This analysis aims to measure the effectiveness of these programs in developing adolescent life skills. By comparing the average results of these two programs, we can get a clear picture of the influence of each program on the development of life skills in Bicycle Community members. The standard deviation also provides information about the extent of variation in the results found in the two programs, providing a more in-depth picture of the consistency of the results obtained from each program. With this analysis, we hope to provide a comprehensive understanding of the impact of these programs on the development of youth life skills in the Bicycle Community environment.

Table 4. Descriptive Statistics of All the Variables

Sources of Variance	Experimental Group	Control Group
n	15	15
\bar{x}	30,13	8,47
s	12,57	16,43

Table 4 above provides a statistical overview of the two groups, helping researchers understand the extent of the differences between the experimental and control groups in the development of adolescent life skills.

4.3. Normality Test Data

The following shows the results of normality test calculations for the two groups in this study, namely the experimental group and the control group.

Table 5. Normality Test

Class	Shapiro-Wilk		
	Statistic	Statistic	Statistic
Lifeskill	.956	.956	.956
Non life skill	.893	.893	.893

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

In the initial data analysis stage, normality testing was used to assess whether the data from the two groups,

namely the group that took part in the life skills program and the group that did not, were normally distributed. The two normality tests used are Kolmogorov-Smirnov and Shapiro-Wilk. The Kolmogorov-Smirnov normality test shows a statistical value of 0.134 for the group that took part in the life skills program and 0.179 for the group that did not take part in the program. Meanwhile, the Shapiro-Wilk normality test shows a statistical value of 0.956 for the life skills group and 0.893 for the non-life skills group.

The results of this test show that both groups have a p-value (Sig.) that is greater than the alpha level that is generally used (0.05), indicating that there is not sufficient evidence to reject the null hypothesis, namely the hypothesis that the data is normally distributed. In this context, because the p-value is more significant than the alpha level, both groups are considered to have a distribution that is close to normal.

4.4. Homogeneity Test

The results of the homogeneity of variance test using the Levene Test for the life skills variable are as follows:

Table 6. Test of Homogeneity of Variance

	Levene Statistic	df1	df2	Sig.	
Lifeskill	Based on Mean	1.368	1	28	.252
	Based on Median	.708	1	28	.407
	Based on Median and with adjusted df	.708	1	24.535	.408
	Based on trimmed mean	1.175	1	28	.288

The homogeneity of variance test results using Levene statistics show a sig value. (significance) is 0.252 for measurements based on the mean, 0.407 for measures based on the median, and 0.288 for standards based on the trimmed mean—p-value sig; is greater than the commonly used alpha level (0.05), indicating that the variability of the data in the two groups is homogeneous.

Thus, based on the homogeneity of variance test results, the variability of data from the two groups, both those who participated in the life skills program and those who did not, is considered homogeneous. This means that the variability of the values in the two groups is relatively balanced, and there is no significant difference in the data variability between the two groups. However, as with any statistical analysis, interpretation of results should be done considering the limitations of the methods and data used.

4.5. Results of Hypothesis Testing Using T-test

This investigation used the Independent Samples T Test to compare the means of two independent groups. This study used the independent samples T-test to compare the experimental group with the control group.

Table 7. Independent Samples T-test

		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 skill	Equal variances assumed	1.368	.252	3.919	28	.001	21.667	5.529	10.341	32.992
	Equal variances not assumed			3.919	26.213	.001	21.667	5.529	10.306	33.027

The results of this independent analysis illustrate a significant comparison between two groups, namely the group that took part in the life skills program and the group that did not, regarding their average progress in life skills. Previously, Levene's test was used to check whether the two groups' variances were equal. The results showed that the assumption of equal variances was acceptable ($F = 1.368$, $p = 0.252$), so a t-test assuming equal variances was carried out.

The t-test results, assuming equal variances, show a significant difference in the average progress of life skills between the "integration of life skills" and "non-integration of life skills" groups. The t-statistic value is 3.919 with 28 degrees of freedom, and the p-value is very significant ($p = 0.001$). The average difference in life skills progress between the two groups is 21,667, with a 95% confidence interval between 10,341 and 32,992. Furthermore, even though the assumption of equal variances cannot be considered correct (equal variances not assumed), the t-test results still show a significant difference between the two groups ($t = 3.919$, $df = 26.213$, $p = 0.001$). The average difference in life skills progress is 21,667, with a 95% confidence interval between 10,306 and 33,027. These findings confirm that the integration of life skills in the cycling community has a significant positive impact on improving the life skills of teenagers when compared to groups that do not integrate life skills.

Overall, the results of this statistical test provide strong evidence that the life skills integration program in the cycling community has a significant influence on improving teenagers' life skills abilities. These findings demonstrate the importance of a holistic approach involving aspects of life skills in adolescent education, proving that social and emotional development through community cycling can significantly contribute to adolescents' development in society.

5. Discussion

The findings from this study provide in-depth insight into how the integration of life skills within a cycling community significantly impacts youth life skills

development. In-depth statistical analysis and comparison between the "life skills integration" and "non-life skills integration" groups provide empirical evidence that this approach improves adolescents' abilities in various life skills. Therefore, this research significantly contributes to strengthening the argument about the central role of cycling communities in shaping adolescent life skills, highlighting the importance of integrating life skills into the educational approach adopted by cycling communities in Tasikmalaya.

Several components of life skills are described in this research, each of which has a unique impact on adolescent development in the context of the bicycle community in Tasikmalaya. The first is collaboration skills, which are essential for building trust, mutual respect, and increasing effectiveness in collaboration. Through joint activities such as group bike rides, youth can sharpen their cooperation skills, solve problems collaboratively, and appreciate each individual's contribution [27]. These skills form a strong foundation for social cooperation and healthy interpersonal relationships [28], [29].

Second, goal setting is an important skill taught through integrating life skills within the cycling community. When teens participate in cycling events or competitions, they learn to set goals, whether achieving a certain distance, time, or personal accomplishment. This process teaches discipline, focus, and perseverance and helps teens develop planning skills necessary for achieving their goals in everyday life [30], [31]. Apart from that, emotional management is also the focus of this approach. Through cycling activities, teenagers learn to recognize, manage, and express their emotions healthily and productively [32]. Learning how to deal with stress and anxiety and developing patience and composure equips them with the tools to face life's challenges with a positive and enthusiastic attitude. Furthermore, interpersonal communication skills are essential in the development of social relationships [33]. Through community cycling activities, teenagers interact with other community members, improving their speaking, listening, and understanding skills. This improves their communication skills and helps build healthy and supportive relationships [34].

Social skills are honed through integrating life skills in the cycling community. Teenagers learn to interact with diverse individuals, open their minds to diversity, and understand the values of tolerance and respect for differences [7], [26], [32]. In this supportive environment, they build social skills that strengthen their social networks, giving them self-confidence and the ability to interact in various social situations [35]. Leadership abilities are also emphasized in this approach. Through community bike projects and activities, youth are encouraged to take initiative, develop creativity, and lead by example [36]. This allows them to sharpen their leadership skills, essential for inspiring others, leading with empathy, and strengthening their communities. Lastly, problem-solving skills are taught through real situations in cycling activities [33]. Teenagers face challenges such as difficult routes or bicycle mechanical problems that require quick and creative solutions. This experience led them to think analytically, find practical solutions, and creatively overcome obstacles.

By exploring and sharpening these skills through structured cycling activities, the cycling community in Tasikmalaya provides a supportive environment for teenagers to grow and develop, helping them become empowered, responsible individuals ready to face life's challenges. In the context of this research, the integration of life skills in a cycling community not only improves cycling skills but also shapes adolescents' character, leadership, and adaptability [37]. This integration goes beyond conventional learning, creating real opportunities for personality formation and holistic growth of adolescents in society.

6. Conclusions

Considering the findings of this research, it can be concluded that the integration of life skills within the context of cycling communities in the city of Tasikmalaya has a significantly positive impact on the development of teenagers' life skills. Cycling communities serve not only as places for cycling but also as platforms for learning life skills involving teamwork, goal setting, emotional management, interpersonal communication, social skills, leadership, and problem-solving. The statistical analysis results depict that the group involved in life skills integration demonstrates greater progress in all these aspects compared to the group without integration. Therefore, the integration of life skills within cycling communities not only enhances cycling technical abilities but also creates an environment supportive of the development of personality, social skills, and teenage leadership. This provides a strong foundation for supporting the implementation of similar programs in other cycling communities, emphasizing the importance of a holistic approach in teenage education.

Acknowledgments

The researcher would like to thank the various parties involved in completing this research, especially the bicycle community in the city of Tasikmalaya, who were willing to participate.

REFERENCES

- [1] N. Asiyah, "Pola asuh demokratis, kepercayaan diri dan kemandirian mahasiswa baru," *Pers. J. Psikol. Indones.*, vol. 2, no. 2, 2013.
- [2] T. Ermayani, "Pembentukan Karakter Remaja Melalui Keterampilan Hidup," *J. Pendidik. Karakter*, vol. 6, no. 2, 2015.
- [3] R. Rulianto, "Pendidikan Sejarah Sebagai Penguat Pendidikan Karakter," *J. Ilm. Ilmu Sos.*, vol. 4, no. 2, pp. 127–134, 2018.
- [4] S. Zubaidah, "Keterampilan abad ke-21: Keterampilan yang diajarkan melalui pembelajaran," in *Seminar Nasional Pendidikan*, 2016, pp. 1–17.
- [5] S. Gerami, S. Ahmadi, M. B. Safat, and F. Farsi, "Life Skills training and its effectiveness: A systematic review," *Mediterr. J. Soc. Sci.*, vol. 6, no. 2 S1, p. 385, 2015.
- [6] P. Kumar, "Morality and Life skills: The need and importance of life skills education," *Int. J. Adv. Educ. Res.*, vol. 2, no. 4, pp. 144–148, 2017.
- [7] A. R. Saravanakumar, "Life skill education for creative and productive citizens," *J. Crit. Rev.*, vol. 7, no. 9, pp. 554–558, 2020, doi: 10.31838/jcr.07.09.110.
- [8] S. Khera and S. Khosla, "A study of core life skills of adolescents in relation to their self concept developed through yuva school life skill programme," *Int. J. Soc. Sci. Interdiscip. Res.*, vol. 1, no. 11, pp. 115–125, 2012.
- [9] E. S. Mathews, "Towards an independent future: Life skills training and vulnerable deaf adults," *Irish J. Appl. Soc. Stud.*, vol. 15, no. 1, p. 1, 2015.
- [10] D. Gould and S. Carson, "Life skills development through sport: current status and future directions," *Int. Rev. Sport Exerc. Psychol.*, vol. 1, no. 1, pp. 58–78, 2008, doi: 10.1080/17509840701834573.
- [11] U. Beck, *The brave new world of work*. John Wiley & Sons, 2014.
- [12] T. T. Allen and L. D. Williams, "An approach to life skills group work with youth in transition to independent living: Theoretical, practice, and operational considerations," *Resid. Treat. Child. Youth*, vol. 29, no. 4, pp. 324–342, 2012.
- [13] G. J. Mossman, C. Robertson, B. Williamson, and L. Cronin, "Development and initial validation of the Life Skills Scale for Sport – Transfer Scale (LSSS-TS)," *Psychol. Sport Exerc.*, vol. 54, pp. 105–119, 2021, doi: 10.1016/j.psychsport.2021.101906.
- [14] K. Kendellen, M. Camiré, C. N. Bean, T. Forneris, and J.

- Thompson, "Integrating life skills into Golf Canada's youth programs: Insights into a successful research to practice partnership," *J. Sport Psychol. Action*, vol. 8, no. 1, pp. 34–46, 2017.
- [15] G. Mulya, A. S. Lengkana, and R. Agustriyani, "Tennbastech: A scientific approach to teach tennis," *Int. J. Hum. Mov. Sport. Sci.*, vol. 9, no. 6, pp. 1371–1382, 2021, doi: 10.13189/saj.2021.090633.
- [16] A. S. Lengkana, A. A. Rahman, M. N. Alif, G. Mulya, A. Priana, and D. B. Hermawan, "Static and dynamic balance learning in primary school students," *Int. J. Hum. Mov. Sport. Sci.*, vol. 8, no. 6, pp. 469–476, 2020, doi: 10.13189/saj.2020.080620.
- [17] A. R. Adinda, H. Hasanah, and S. Syarmiati, "Sepeda Onthel sebagai Identitas Komunitas SEPOK di Kota Pontianak," *Balale' J. Antropol.*, vol. 2, no. 1, 2021.
- [18] R. Miranti, "Fenomena Komunitas Pesepeda TGC (Tampan Gowes Community) Pekanbaru Di Masa Pandemi Covid-19." Universitas Islam Riau, 2021.
- [19] I. U. Valand *et al.*, "'It is really just brilliant to get credits for something that is so important to you!' Skills for Life: University students' perceptions of a planned dietary life skills course," *PLoS One*, vol. 17, no. 4, p. e0260890, 2022.
- [20] E. Oztemel and S. Gursev, "Literature review of Industry 4.0 and related technologies," *J. Intell. Manuf.*, vol. 31, pp. 127–182, 2020.
- [21] L. M. Lower-Hoppe, D. Anderson-Butcher, T. J. Newman, and J. Logan, "The influence of peers on life skill development and transfer in a sport-based positive youth development program," *J. Sport Dev.*, vol. 9, no. 2, pp. 69–85, 2021.
- [22] S. K. Purnama, J. Lubis, and N. N. Nurasjati, "Bidang Sport Science & Penerapan Iptek Olahraga KONI Pusat".
- [23] L. D. Cronin and J. Allen, "Examining the relationships among the coaching climate, life skills development and well-being in sport," *Int. J. Sports Sci. Coach.*, vol. 13, no. 6, pp. 815–827, 2018.
- [24] D. Nugraha, "CHALLENGES IN INTEGRATING LIFE SKILLS FOR POSITIVE YOUTHDEVELOPMENT: TRENDS AND AGENDA FOR FUTURE RESEARCH IN CYCLING PROGRAM," in *International Conference of Sport for Development and Peace*, 2022, pp. 59–70.
- [25] J. R. Fraenkel, N. E. Wallen, and H. H. Hyun, "How to design and evaluate research in education," 2012.
- [26] L. Cronin *et al.*, "Life skills development in physical education: A self-determination theory-based investigation across the school term," *Psychol. Sport Exerc.*, vol. 49, p. 101711, 2020, doi: 10.1016/j.psychsport.2020.101711.
- [27] Razali *et al.*, "Impact of reaction speed, eye-hand coordination, and achievement motivation on backhand drive skills of table tennis players," *J. Phys. Educ. Sport*, vol. 23, no. 9, pp. 2357–2367, 2023, doi: 10.7752/jpes.2023.09271.
- [28] M. A. Robison, T. B. Mann, and E. T. Ingvarsson, "Life skills instruction for children with developmental disabilities," *J. Appl. Behav. Anal.*, vol. 53, no. 1, pp. 431–448, 2020, doi: 10.1002/jaba.602.
- [29] F. Defitrika and F. N. Mahmudah, "Development of Life Skills Education As Character Building," *Int. J. Educ. Manag. Innov.*, vol. 2, no. 1, p. 116, 2021, doi: 10.12928/ijemi.v2i1.3195.
- [30] J. Dejaeghere, *Life Skills Education for Youth: Critical perspectives*. Springer Nature, 2022. [Online]. Available: <https://link.springer.com/content/pdf/10.1007%2F978-3-030-85214-6.pdf>
- [31] D. T. L. Shek *et al.*, "Perceptions of Adolescents, Teachers and Parents of Life Skills Education and Life Skills in High School Students in Hong Kong," *Appl. Res. Qual. Life*, vol. 16, no. 5, pp. 1847–1860, 2021, doi: 10.1007/s11482-020-09848-9.
- [32] A. GHANEKAR and V. DESAI, "INTEGRATING LIFE SKILLS," *Sustain. Educ. a Better World*, p. 179, 2021.
- [33] G. Mulya *et al.*, "Motor Cognitive Coordination Training (MCCT) Program: Improving Concentration Ability for Beginner Tennis," *Int. J. Hum. Mov. Sport. Sci.*, vol. 11, no. 1, pp. 201–212, 2023, doi: 10.13189/saj.2023.110124.
- [34] A. S. Lengkana, J. Tangkudung, and A. Asmawi, "The effectiveness of thigh lift exercises using rubber on the ability of acceleration on sprint runs," in *Journal of Physics: Conference Series*, 2019, p. 12031. doi: 10.1088/1742-6596/1318/1/012031.
- [35] C. Hidayat *et al.*, "Model Coordination and Activity Tracking (MCAT): Self-efficacy in elementary school children," *J. Phys. Educ. Sport*, vol. 23, no. 11, pp. 3158–3166, 2023, doi: 10.7752/jpes.2023.11360.
- [36] G. Mulya *et al.*, "Brain Jogging: Cognitive Abilities of Beginner Tennis Players," *Int. J. Hum. Mov. Sport. Sci.*, vol. 11, no. 6, pp. 1327–1336, 2023, doi: 10.13189/saj.2023.110617.
- [37] E. Sagone, M. E. De Caroli, R. Falanga, and M. L. Indiana, "Resilience and perceived self-efficacy in life skills from early to late adolescence," *Int. J. Adolesc. Youth*, vol. 25, no. 1, pp. 882–890, 2020, doi: 10.1080/02673843.2020.1771599.