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## Life skills in tarung derajat

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### ABSTRACT

**Problem:** Based on observations made by researchers at the Siginjai Museum, Jambi City, athletes are very skilled in combat sports, but are still lacking in terms of affectivity, where athletes are more selfish, get angry easily, have less respect for time, act as they please and do not follow the rules given by them. coach. **Purpose:** The purpose of this research is to find out how the implementation of the Tarung Derajat sports training program at the Siginjai Museum Satlat, Jambi City, affects athletes' life skills. Apart from that, we also want to know whether the life skills component is more dominant in the programmed training process. **Method:** This research was conducted at the Tarung Derajat Satlat, Siginjai Museum, Jambi City in February 2024. With a population of 60 people, the sample was active members aged 11-21 years with a minimum average of 2. This research data was obtained through a questionnaire, Likert scale and LSSS (Life Skill Scale Of Sport), Cornin and Allen 2017. This research is quantitative descriptive research. The data collection technique used is descriptive statistics using the Triangulation Technique. In this research, the data collected includes information regarding 8 components of life skills for combat athletes based on the aspects discussed in the questionnaire. **Results:** From the results of the analysis of 8 life skills components, the results for teamwork were 82%, goal setting was 85.63%, time management was 60%, emotional skills were 58.79%, interpersonal communication was 77%, social skills were 77% . 80%, leadership at 79% and problem solving at 76%. **Conclusion:** The research results explain that the most dominant aspect is goal setting at 85.63%, while the lowest aspect is the emotional skill aspect at 58.79%.

**Keywords:** life skills, tarung derajat

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### Introduction

Life skills are defined as skills that enable individuals to succeed in the different environments in which they live, such as school, home and their environment (Nasution, et,al. 2022). Life skills are behavioral, cognitive, interpersonal or intrapersonal competitions that can be learned, developed and improved (R Rohmanasar, et, al. 2018). Life skills are very important because they can prepare teenagers for the future and ensure their development is healthy (Kurniawan and Nurachadijat. 2023). Many (life skills) can be developed through sporting activities, both individual sports and team sports, such as those most often cited are team work, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership and problem solving and decision making (Mossman and Cronin. 2019). According to Cronin & Allen (2017) explain that life skills can be developed through sports activities, namely team work, goal setting, time management, social skills, leadership, as well as problem solving and decision making. Mossman & Cronin (2019) show that life skills can be developed through extracurricular activities including music, drama and sports. YS Pratama (2019) suggests that sports programs intentionally structured for the purpose of teaching life skills may be better suited to fostering positive youth development outcomes, when compared to sports programs that are not intentionally structured. Based on the theory above, it can be concluded that life skills can be developed through individual and team sports, so that combat sports become a forum for integrating life skills in combat

sports.

According to the Tarung Derajat teacher "AA Boxer" (Kurniasih, 2019:58) defines fighting degrees as knowledge, moral action and an attitude of life that utilizes the ability of muscle, brain and conscience to move in a realistic and rational manner, especially in efforts to master and apply 5 (five) moral forces, namely Strength - Speed - Accuracy - Courage - Tenacity in the aggressive and dynamic endurance and self-defense system in the forms of patterned movements of punches, kicks, blocks, slams, locks, dodges and other important body movements on techniques, tactics and defensive and attacking strategies that are practical and effective for a martial arts sport. The basis for the formation of the Tarung Derajat central college is that natural reflex movements that are created need to be developed through testing and studying: (1) Specificity, in the form of a compound of muscle, brain, conscience, (2) Self-defense tactics and strategies, (3) Nature science and knowledge, (4) The nature of life and existence. So that we can determine the most appropriate martial arts "system and pattern" to be created and worthy of growth and development in the midst of wider community life in line with the challenges and demands of life (Alnedral and Sari. 2022). Over the past few years, sport psychology researchers have strived to better understand how sport can be structured to promote positive youth development (Iqbal, et, al: 2019). In practical terms, positive youth development (PYD) is often conceptualized as occurring through the learning of life skills, defined as "internal personal characteristics and skills such as goal setting, emotional, self-esteem, and hard work ethic, which can be facilitated or developed in sports and transferred for use in non-sport settings (Kendellen & Camiré, 2017). Considering the above, it is not surprising that sports practitioners in the fields of physical education, sports psychology and youth development are interested in using sport as a vehicle for developing life skills in young people (Nopiyanto, S Raibowo: 2019)

Based on observations made by researchers at the Siginjai Museum meeting place, Jambi City, athletes are very skilled in combat sports, but according to researchers they are still very lacking in terms of affectivity, where athletes are more self-centered, get angry easily, lack respect for time, act as they please and not following the rules given by the coach. So researchers are interested in this problem, where as we know, in the combat training process there are 3 aspects applied, namely cognitive, psychomotor and affective (Alnedral. 2016). Combat sports degrees have all components that can be transferred into life skills including: teamwork, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, problem solving and decision making. It is hoped that combat sports with integrated life skills can be applied to training processes or programs so that they can prepare themselves for everyday life and in the community (Candra, et al. 2023). There is no research in the combat sports branch related to life skills as a forum for integrating life skills. Cronin & Allen (2016) explain that the integration of life skills consists of 8 components, namely team work, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, problem solving and decision making, in combat sports there is a life component. Skills that can be developed based on Cronin & Allen (2017) are goal setting, time management, emotional skills, as well as problem solving and decision making. Based on what has been explained above, researchers are interested in taking up research with themes related to life skills in combat sports because it is considered that this does not exist or no one has done it before.

## Method

The research method used is a quantitative descriptive research survey method. This descriptive research is carried out to determine the existence of independent variables, only if there are one or more variables (autonomous variables or independent variables), without comparing the variables themselves and without looking for relationships with other variables. In this research, quantitative descriptive methods were used to determine life skills in combat sports (Sugiyono, 2017:29). Quantitative research methods are research methods that are based on purposive sampling, used to research certain populations or samples, data collection using research instruments, quantitative/statistical data analysis, with the aim of testing predetermined hypotheses (Sugiyono, 2019:16-17 ). Penelitian ini dilakukan disatlat museum siginjai Kota Jambi pada maret 2024. Adapun populasi dalam penelitian ini yaitu seluruh anggota yang aktif satlat museum siginjai kota jambi yang berjumlah 60 orang. The sample is part of a number of characteristics possessed by the population. The sampling technique in this research uses a non-probability sampling technique, namely purposive sampling. The sample used in this research were members of the Siginjai Museum satlat, Jambi City, with the criteria of active members aged 11-21 years with a minimum average level of 2, starting from green belt and up to 5 blue belts, totaling 35 people consisting of 23 men and 12 Woman. In this study, the LSSS (Life Skills Scale of Sport) instrument was used, a scale for measuring life skills through sport by looking at 8 aspects (L. D. Cronin

& Allen, 2017). The LSSS questionnaire instrument was developed for sports preparation for young people aged 11 – 21 years. Which is then adapted by researchers according to research needs. LSSS contains 8 components of life skills, namely, teamwork, goal setting, time management, intrapersonal communication, social skills, leadership, problem solving, and decision making which are divided into 42 questions with a measurement scale in the form of a Likert scale with the range of scales used being a five-point scale. namely from 1 (not at all) to 5 (very much) statements. The data collection technique in this research uses triangulation techniques. Triangulation techniques to test the credibility of data are carried out by checking data against the same source with different techniques (Sugiyono, 2016: 274). In this research, the data that researchers obtained came from questionnaire and questionnaire data collection techniques.

**Results**

The research that has been carried out provides the following results:

Table 1. Table of Life Skills Frequency Distribution

| No | Category                           | Kurata | Presentase | Total  | information |
|----|------------------------------------|--------|------------|--------|-------------|
| 1  | <i>Team work</i>                   | 2      | 11%        | 82%    | Very good   |
|    |                                    | 3      | 22,53%     |        |             |
|    |                                    | 4      | 30%        |        |             |
|    |                                    | 5      | 18,47      |        |             |
| 2  | <i>Goal setting</i>                | 2      | 13%        | 85,63% | Very good   |
|    |                                    | 3      | 18%        |        |             |
|    |                                    | 4      | 22,13%     |        |             |
|    |                                    | 5      | 32,5%      |        |             |
| 3  | <i>Time management</i>             | 2      | 12%        | 60%    | Good        |
|    |                                    | 3      | 16,10%     |        |             |
|    |                                    | 4      | 23%        |        |             |
|    |                                    | 5      | 8,90%      |        |             |
| 4  | <i>Emotional skill</i>             | 2      | 9%         | 58,79% | Enough      |
|    |                                    | 3      | 14%        |        |             |
|    |                                    | 4      | 21%        |        |             |
|    |                                    | 5      | 14,79%     |        |             |
| 5  | <i>Interpersonal communication</i> | 2      | 12%        | 77%    | Good        |
|    |                                    | 3      | 15%        |        |             |
|    |                                    | 4      | 22%        |        |             |
|    |                                    | 5      | 28%        |        |             |
| 6. | <i>Sosial skill</i>                | 2      | 16%        | 80%    | Very good   |
|    |                                    | 3      | 21%        |        |             |
|    |                                    | 4      | 19%        |        |             |
|    |                                    | 5      | 24%        |        |             |
| 7. | <i>Leadership</i>                  | 2      | 13%        | 79%    | Good        |
|    |                                    | 3      | 18%        |        |             |
|    |                                    | 4      | 21%        |        |             |
|    |                                    | 5      | 27%        |        |             |
| 8. | <i>Problem solving</i>             | 2      | 15%        | 76%    | Good        |
|    |                                    | 3      | 13%        |        |             |

|  |  |   |     |  |  |
|--|--|---|-----|--|--|
|  |  | 4 | 23% |  |  |
|  |  | 5 | 25% |  |  |

Based on the table above, overall the most dominant aspect is goal setting at 85.63% while the lowest aspect is emotional skills at 58.79%

**Discussion**

There are eight life skills that the researcher will describe one by one in sequence based on the results of the data processing that the researcher has carried out. The first aspect of life skills in this research is team work. Based on the frequency distribution table for the team work component above, a result of 82% was obtained, which means that there is a development in the team work aspect in combat training activities at the Siginjai Museum Satlat, Jambi City. This proves that the assessment of this first aspect is very good, this can be seen from the percentage interval assessment of 80% - 100%.

Activities in this first aspect take the form of teamwork, teaching good and open communication with all satlat members including the trainer. The athletes who are given directions must participate in positive activities, both in the satlat environment and in other environments. Coaches also always evaluate each training activity so that members can listen to suggestions and opinions from other people.

This is supported by previous research conducted by Yana, (2017:15) which shows that high communication intensity makes the relationship between group members become closer. So, the group's Team Work also becomes stronger. This is in line with this research that the assessment of this first aspect is very good or can also be said to be strong.

The second aspect of life skills in this research is goal setting. Based on the frequency distribution table for the goal setting component, a result of 85.63% was obtained, which means that there is a development in the goal setting aspect in combat training activities at the Siginjai Museum Satlat, Jambi City. This proves that the assessment category for this second aspect is also very good, this can be seen from the assessment percentage interval of 80% - 100%.

Activities in this second aspect are in the form of goal setting or can also be called goal setting. Athletes must improve their technique and physique, therefore if the material training is often repeated so that the athlete can achieve the desired target. Coaches also require members to have an independent training program so they can commit to becoming competent athletes.

According to research conducted by (Muhammad Rizal Munggaran, 2012) it was revealed that the life skills aspect of an athlete can be said to be good if the percentage is above 80%. This is of course in line with the Goal setting aspect, so in this research it shows that the members of the Siginjai Museum satlat, Jambi City, are very good.

The third aspect of life skills in this research is time management. Based on the frequency distribution table for the time management component, a result of 60% was obtained, which means that there is still a need to pay more attention to the time management aspect in combat training activities at the Siginjai Museum Satlat, Jambi City. This is because it is categorized as good but almost enough, it can be seen from the percentage interval assessment of 60% - 79%.

The activity in this third aspect of training is in the form of time management or it could also be said to be time management. The coach gives punishments to athletes who are not disciplined, such as not arriving on time for the training session and also not being late in paying the monthly payment on a predetermined payment date. As an athlete, you must also be aware of the extent of your abilities in mastering the material and practice. Therefore, the coach always reminds you that you must use your time well in every training session to get maximum results in each training session. So the trainer also continues to provide a creative atmosphere and facilities to motivate them to focus on training.

This is in line with the results of the analysis carried out by (Widiyatmoko & Hadi, 2018) that the findings in the results and discussion include individual awareness, environmental conditions and supporting facilities for activities. Motivation itself is an important factor that influences a person's behavior in carrying out activities. physical extracurricular sports. Great motivation will provide attraction and a sense of enjoyment in carrying out an activity, including time management in the third aspect of athlete life skills.

The fourth aspect of life skills in this research is emotional skills, also known as emotional intelligence. Based on the frequency distribution table for the emotional skill component, a result of 58.79% was obtained. This shows that the members of the Siginjai Museum satlat in Jambi City are categorized as sufficient. This really needs to be given more attention because the percentage limit that must be maximized again can be seen from the assessment. percentage interval 40% - 59%.

The activities in this fourth aspect of training are in the form of emotional skills training in the form

of building healthy relationships to understand the conditions and abilities of different athletes. The coach also gives an example of respecting his members' opinions, saying that what was given was not appropriate, he also apologized, saying that training was not as desired, this attitude was wrong. a motivating one for athletes. However, the coach realizes that not all athletes are able to control themselves when their feelings are not okay. Therefore, the coach still tries to provide encouragement and motivation so that all athletes can maintain and understand their feelings and those of others.

This is in line with previous research conducted by (Subarjah, 2016) that Discipline and Motivation helps students prepare themselves to be ready to face every challenge they will face in the future, including emotional skills.

The fifth aspect of life skills in this research is interpersonal communication. Based on the frequency distribution table for the interpersonal communication component, a result of 77% was obtained. This shows that the members of the Siginjai Museum Satlat, Jambi City, are categorized as good, judging from the interval assessment of the percentage of the life skill scale of support, namely 60% - 79%.

This is thought to be because of the fighting training activities at the Siginjai Museum Training Center, Jambi City, the trainer taught the athletes to communicate well with all members of the Training Center, thereby being aware of the choice of words when speaking so as not to offend other people's feelings. With this, so that it can be done and practiced every time the dislat training is carried out, the aim is for athletes to be able to pay attention to the movements of fellow athletes so that they are sensitive to their condition. This ability is not innate or inherited from parents but can be learned, therefore it is important for someone to take part in organizational activities, one of which is fighting degrees.

This is in line with previous research conducted by Halimatus Sa'diyah, (2018). That it is important for students to have soft skills, especially interpersonal skills, as provisions for life in society in the future. Both in relationships and in thinking, acting and speaking, of course this will support success in career and achievements. Finally, a person can interact well with other people in a social sphere, because basically these skills are not innate or inherited from parents, but the positive influence of interpersonal skills learning on the soft skills of students majoring in sharia banking can be studied. This means that learning interpersonal skills has influenced more than half of students' soft skills. Apart from that, to further support these abilities, students are also expected to take part in various other self-development activities, both internal and external organizational activities.

The sixth aspect of life skills in this research is social skills. Based on the frequency distribution table for the social skill component, a result of 80% was obtained. This shows that the members of the Siginjai Museum Satlat, Jambi City, are categorized as very good, seen from the interval assessment of the percentage of the life skill scale of support, namely 80% - 100%.

This is thought to be because the combat training activities at the Siginjai City Museum of Jambi City, Jambi City, coach starting a conversation are practiced by making it a habit for all athletes to have to open the satlat every time they practice, then say the motto and pray first before carrying out training activities. This makes it a habit for athletes to have to start a conversation. The trainer also provides varied training, one of which is pairing, of course with the aim of allowing athletes to interact in the training process, this way they will form good social relationships between athletes at satlat.

The results of Ina Eka Indriyani's (2021) research are in line with this research that ensuring the concept of social interaction which includes relationships between humans such as communication and cooperation is useful for improving students' social skills. Social skills are a part that must be present in students' lives which are useful for forming social relationships.

The seventh aspect of life skills in this research is leadership. Based on the frequency distribution table for the leadership component, a result of 79% was obtained. This shows that the members of the Siginjai Museum satlat, Jambi City, are categorized as good, as can be seen from the interval assessment of the percentage of the life skill scale of support, namely 60% - 79%.

This is thought to be due to the level fighting training activities at the Siginjai Museum, Jambi City, the trainer tries to give up during the training process such as warm-up so that he can see athletes taking the initiative and being an example to practice warm-up movements so that they can motivate others to dare to come forward. Coaches also often tell previous seniors who have become professional athletes, with the aim of ensuring that athletes recognize the achievements that have been achieved by both their peers and their seniors. Seniors also help coaches in the training process so that other athletes can see how to become leaders in the future.

This research refers to or is in line with that conducted by Hasby Rasydiq et al (2023) showing the results of research that the integration of life skills programs through the sport of taekwondo is able to help improve a person's life skills significantly by integrating the program with the highest increase in 5 components of life skills, including goal setting, skills social, leadership, problem solving and decision

making, and teamwork.

The eighth aspect of life skills in this research is problem solving. Based on the frequency distribution table for the problem solving component, a result of 76% was obtained. This shows that the members of the Siginjau Museum Satlat, Jambi City, are categorized as good, as can be seen from the interval assessment of the percentage of the life skill scale of support, namely 60% - 79%.

The activity in this eighth aspect of training is in the form of problem solving training in the form of a coach giving an invitation for athletes to have a target so that they can solve problems in training if they improve their abilities in terms of technique and physical by having an independent program or having a training schedule at home to repeat the material. As an athlete, you must also be aware of comparing or choosing and sorting every time you find the best solution for yourself. Coaches also always evaluate each training process and at the end of a match so that athletes can solve problems that have occurred as improvements for the future.

Based on the statement above, it can be concluded that problem solving is needed to overcome various difficulties and obstacles in achieving the expected goals, thereby making someone think more critically in solutions when faced with problems. According to (Kusnadi, 2015) explains that decision making is the act of selecting alternatives.

## Conclusion

The conclusion of the results of this research explains that the most dominant aspect is goal setting at 85.63%, while the lowest aspect is emotional skills at 58.79%. The current implementation of the Tarung Derajat satlat museum Siginjau Jambi City sports training program, regarding athletes' life skills, shows the results of the implementation of these eight aspects, namely the first aspect of goal setting is categorized as very good because it is in the percentage range of 85.63%, the second aspect of team work is categorized as very good because it is in the percentage range of 82%, the third aspect of social skills is categorized as very good because it is in the percentage range of 80%, the fourth aspect of Leadership is categorized as good because it is in the percentage range of 79%, the fifth aspect of Interpersonal Communication is categorized as good because it is in the percentage range of 77% , the sixth aspect of Problem solving is categorized as good because it is in the percentage range of 76%, the seventh aspect of Time Management is categorized as good because it is in the percentage of 60%, the eighth aspect of emotional skills is categorized as adequate because it is in the percentage of 58.79%.

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