

Integrating life skills through basketball training program

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ABSTRACT

Purpose: This research aims to find out how to improve students' life skills through a basketball training program. **Method:** This research involved 66 basketball extracurricular students in Bone Bolango Regency, who were divided into two groups: experimental group (n = 33) and control group (n = 33). The sampling method used was cluster random sampling. This research was conducted through a quasi-experiment with a pre-test and post-test group design using the Life Skills Scale for Sport (LSSS) scale which consists of eight elements: social skills, leadership, problem solving, decision making, emotional skills, communication, teamwork, and goal setting. **Result:** This research shows that combining basketball training with a life skills program provides more significant results in improving students' life skills compared to basketball training without a life skills program. The integration of life skills programs in basketball training not only improves students' physical abilities but also life skills that are important for their personal development. **Conclusion:** The most significant improvements were seen in social skills, indicating that the social aspect of basketball practice is very effective in developing students' interpersonal skills.

Keywords: life skills, basketball training program, students.

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Introduction

Education is the foundation for the realization of dynamic human culture and is a condition for the development of society (Schulenkorf, 2012). Therefore, educational developments must be in harmony with changes in living culture (Lyras & Welty, 2011). Even though education in Indonesia is running well and of high quality, there are several aspects that are often forgotten so that teaching methods become less effective (Danish & Nellen, 2012). One important aspect that is often overlooked is the development of life skills (Yusuf, 2018). Life skills development in education aims to develop general skills which include personal skills and social skills. This does not mean that specific skills, such as academic and vocational skills, are not important or not developed (Inc, 2018). Specific skills still receive attention, even though they are still at an early stage of development or recognition (Prajapati & S., Bosky S., 2016). Life skills include essential abilities to manage daily challenges more effectively, such as communication skills, working together in teams, making decisions, and managing time and emotions. By strengthening life skills teaching, students are expected to not only excel academically, but also have a strong ability to adapt and develop in their social and professional lives (Anira et al., 2021). Increasing attention to life skills in education could be an important step in creating a generation that is better prepared to face the dynamics of life (Dinesh, R. Belinda, 2014). A holistic education program, which includes the development of life skills, can help students develop their potential as a whole, so that they are not only ready for academic exams, but also ready for real life challenges (Suardika, K. Ma'mun, A. Kusmaed, N. Budiana, 2022).

Sport is known as a means for people to develop skills that will enable them to achieve positive contributions to society (L. Cronin, 2015). This is not a surprising fact as the nature of sport requires persistence in learning new skills, or social and cognitive skills, as individuals are supposed to work independently as well as help each other to solve problems and make decisions (Cope et al., 2017). Sport can also improve the physical and mental abilities of people who exercise (Bean & Forneris, 2016). By exercising, you can improve your social, emotional, and academic skills. Sports can also help teenagers

collaborate (Hayden & Whitley, 2015).

Sport can improve the life abilities and psychological abilities of people who exercise (L. Cronin et al., 2020). According to (Hayden et al., 2015), sport can improve academic, social and emotional skills. Interpersonal communication, teamwork, leadership, and problem solving and decision making are some examples of life skills. It is important to remember that life skills must be transferable to all aspects of life (such as schoolwork, home life, and relationships) to truly be considered life skills (Pierce et al., 2020). In this regard, educational organizations and governments have highlighted that transferable life skills are important for the health, well-being, and educational and employment success of adolescent (Artess et al., 2016). Settings intended to develop young people's life skills include extracurricular activities such as music, drama, and sports (Chinkov & Holt, 2016) There are several reasons why sports can promote students' life skills. In his review article, (Bailey et al., 2013) argued that the popularity, appeal, and motivational aspects of sport are key features for promoting youth development. A study by (Jacobs & Wright, 2017) found that Dutch PE teachers believed that the collaborative and interactive aspects of lessons promoted students' social and moral development.

Education that is integrated with life skills helps students learn the main abilities and foundations for living independently and surviving in their environment (L. D. Cronin & Allen, 2016). This helps them understand how sport can support positive youth development (PYD) (Pierce et al., 2018). Sport as part of society's culture not only includes understanding the nature and meaning of sport in everyday life, but is also associated with physical skills that function as subcultural symbols and play an important role in the practice of sport as a lifestyle, both exclusively and inclusively (Chinkov & Holt, 2016; Cope et al., 2017) Sports development that involves students in a community has a tremendous social impact. One of the most prominent impacts is the influence of kete.

Method

In this research, a quasi-experimental method was used, as described by (Fraenkel et al., 2012). This study used a group control posttest design. In this design, participants are divided into two groups: experimental group (A) and control group (B). Although a pretest and posttest were administered, only the experimental group received treatment (Fraenkel et al., 2012).

Research procedure

Sample Selection: This study involved 66 basketball extracurricular students in Bone Bolango Regency. The sample was divided into two groups randomly: experimental group (n=33) and control group (n=33). The experimental group received basketball training combined with a life skills program, while the control group did not receive this treatment.

Research Design: Experimental Group (A): Receives treatment in the form of basketball training combined with a life skills program. Control Group (B): Did not receive basketball training or integrated life skills program. **Duration of Research:** Research was conducted over eight meeting sessions. **Measurements:** Pretest was carried out one week before treatment and posttest was carried out in the last week using the same instrument, Life Skills Scale for Sport (LSSS).

Sampling: The technique used is cluster random sampling, where groups of individuals are selected at random. This technique is effective for collecting samples from large groups or classes. The research population is PKO students class of 2023 consisting of 3 classes. The sample consisted of 66 students aged 14 to 21 years, who had agreed to participate in this research.

Research Instrument

Life Skills Scale for Sport (LSSS): This questionnaire is used to measure students' life skills and includes eight life skills divided into 47 statements: social skills, leadership, problem solving, decision making, intrapersonal communication, teamwork, and time management.

LSSS Reliability: LSSS has high reliability values, as follows:

1. Teamwork: 0.91
2. Goal setting: 0.93
3. Time management: 0.89
4. Emotional skills: 0.88
5. Interpersonal communication: 0.89
6. Social skills: 0.89
7. Leadership: 0.91
8. Problem solving and decision making: 0.83

Procedure

As part of applied research design, this research procedure begins by formulating the research problem to be answered. The following are the steps and methodology used in this research, experimental

design with a control group. The chosen methodology involved a pretest and posttest on both groups, but only the experimental group received treatment. The research was conducted over eight meeting sessions. Life Skills Program Integration Procedure: Based on Kendellen et al. (2016), the life skills program is implemented in four stages:

1. 1.One Life Skill per Lesson: Each session focuses on one life skill.
2. 2.Introducing Life Skills at the Beginning of Learning: Each session begins with an introduction to the life skills that will be taught.
3. 3.Apply an Approach to Teaching Life Skills Throughout Learning: These life skills are taught continuously during learning sessions.
4. Provide Life Skills After Learning is Complete: Emphasis on application of life skills after the training session is complete.

Data Collection: Pretest: Conducted one week before treatment in both groups to measure students' initial life skills abilities. Posttest: Conducted in the last week of the study using the same instrument, Life Skills Scale for Sport (LSSS), to measure the changes that occurred. Data Analysis: The data collected was analyzed using the SPSS version 22 program. Paired Sample T-Test: Used to determine whether there is a difference in the average between the pretest and posttest in the paired sample group.

Results

The results of descriptive data processing in this research are described in table 2:

Table 2. Descriptive Data of Research Findings

Group Penelitian	Eksperimen	Control
Pretest	2.689	2.668
Posttest	3.389	2.897
Gain	0.700	0.229

Table 3. Paired Sample T-test results

Group	T	Sig (2-tailed)
Eksperimen (pretest-posttest)	-17.678	0.000
Kontrol (pretest-posttest)	-14.899	0.000

The results of the normality test show that all data have a normal distribution with a significance level of 0.096 (pretest experimental data), 0.889 (posttest experimental data), 0.192 (pretest control data), and 0.085 (posttest control data). The homogeneity test using Levene's Statistics also shows that the data is homogeneous in the pretest (0.222) and posttest (0.186). From Table 3, it can be seen that both the experimental group and the control group had a significant influence (sig. 0.000<0.05) on improving students' life skills. However, the experimental group showed a more significant effect than the control group, which can be seen from the gain value in Table 3. The experimental group had a gain value of 0.700, while the control group had a gain value of 0.229. This data indicates that basketball training combined with a life skills program has a more significant impact on improving students' life skills compared to basketball training without the integration of a life skills program. The life skills components analyzed include time management (TM), emotional skills (ES), interpersonal communication (IC), social skills (SS), leadership (L), and problem solving and decision making (PSDM). Based on Figure 1, it is known that the highest increase in life skills occurred in the life skills integration group component.

Overall, this research shows that basketball training combined with a life skills program is significantly more effective in improving various aspects of students' life skills (Suardika, K. Ma'mun, A. Kusmaed, N. Budiana, 2022). This shows the importance of integrating life skills programs in sports activities to maximize the educational benefits and personal development of students. Based on the results of the first hypothesis test, it was found that basketball training combined with a life skills program had a more significant influence in improving students' life skills compared to basketball training without the integration of a life skills program. However, both the experimental group and the control group showed a significant increase in life skills abilities. These results are in line with research conducted by (Anira et al., 2021) which states that there are significant differences between the life skills of people who exercise and those who don't.

Discussion

This research provides evidence that exercise in general can improve a person's life skills. However, if sport is combined with a structured and planned life skills program, the improvement in life skills will be much better. This is because the group that was given the integration of the life skills program received an understanding of life skills before, during, and after basketball practice, while the control group was not given the integration of the program (L. D. Cronin & Allen, 2017). This finding is consistent with research conducted by (Bean & Forneris, 2016; Kendellen et al., 2016), which states that integrated sports coaching in a structured and deliberate manner produces better life skills development compared to unintentional coaching. Based on social learning theory, students acquire life skills through three stages: first, through instruction from researchers while doing basketball practice; second, through observing how his friends behave and then imitating them; and third, through social interactions during basketball practice.

The second hypothesis shows that the life skills component that increases the most is social skills. This happened because the experimental group was given many social skills components that were applied in basketball training. Each activity session requires social interaction, such as communicating with other people, interacting socially, maintaining good relationships with friends, participating in various group activities, and helping other people in need. As a result, students' social skills which were initially low improved after implementing this program. However, this research has limitations, especially in the duration which only involved 16 meeting sessions. For further research, it is recommended that it be carried out for a longer duration and apply more varied life skills components according to the needs of society and the current era, so that the research results can be further optimized.

Conclusion

Basketball training combined with a life skills program has proven to be more effective in improving students' life skills compared to basketball training without a life skills program. Research shows that groups of students who took part in basketball training with the addition of a life skills program experienced improvements in all aspects of life skills, such as interpersonal communication, leadership, problem solving, teamwork, goal setting, time management, emotional skills, social skills, and decision making. . Among all these aspects, social skills are the most developed component. Furthermore, the findings of this research show that basketball training designed with a structured and planned life skills program is a very effective medium for improving students' life skills. This program not only helps students understand and apply elements of life skills during basketball practice, but also encourages them to apply these skills in everyday life outside of sports activities. Thus, basketball training integrated with a life skills program not only provides benefits for health and physical fitness, but also enriches students' life skills. This means that through targeted sports activities, students can develop a variety of important skills that are useful in various aspects of their lives.

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