

The Integrity of Life skills Education Through Sports and Non-Sports Extracurriculars

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ABSTRACT

This research is motivated by the attempt to integrate life skills into a primary role in education encompassing eight essential components. The research objectives are to understand the portrayal of students' life skills education at SMP Negeri 3 Cikarang Utara and SMPIT Aqidah, and to identify the differences in life skills scores between students participating in sports and non-sports extracurricular activities in both public and private schools. This study employs a descriptive-causal method with a sample of 35 students (Group A) and 35 students (Group B) from SMPN 3 Cikarang Utara, and 49 students (Group C) and 49 students (Group D) from SMPIT Aqidah. Data collection techniques involve using questionnaires, followed by data analysis through t-test to determine the differences. The findings reveal that the average score for Group A is 141.25 (81%), categorized as strong life skills. Group B averages 136.80 (76%), also categorized as strong. Group C averages 201.1 (84%), demonstrating strong life skills, while Group D averages 181.93 (74%), similarly categorized as strong. Furthermore, the results of the independent t-test indicate no significant difference between Groups A and C, and no significant difference between Groups B and D for both schools. In conclusion, from the two schools, the attainment of life skills scores through sports extracurricular activities is higher than non-sports activities.

Keywords: Integrity of life skills, sports and non-sports extracurriculars

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INTRODUCTION

The development of extracurricular activities has the task of integrating life competency education that can be developed through sports extracurricular activities, in order to achieve students who possess skills and character in line with physical education. One study conducted by Maureen R. Weiss shows that sports, particularly golf, can have a positive impact on youth development and influence their life skills (Weiss et al., 2013). To improve the quality of education in Indonesia, the government, through the Ministry of Education and Culture, strives to enhance the quality of education, often resulting in changes to the education curriculum. Various types of changes have been implemented as references and innovations in educational programs for students. However, despite these efforts, the indicators still show that the quality of education has not significantly improved, and dissatisfaction among the community remains a concern.

The school learning environment should have the goal of preparing students for the

future, enabling them to succeed in building good relationships with their peers and gaining experiences during their time in school ([Bailey, 2018](#)). Based on this perspective, education needs to be grounded in its fundamental principle: humanization. In this regard, educators can help students develop their foundational potential, enabling them to face problems without feeling overwhelmed. Educators are expected to encourage students to cultivate and practice life skills through sports extracurricular activities to enhance their skills and life competencies. This aims to improve their devotion to God Almighty, as well as their ability to socialize within their environment and society.

Indonesia today faces various challenges stemming from global changes, such as advancements in science and technology (IPTEK), shifts in social values, and cultural changes within society. As a dynamic institution, education is influenced by these changes. Cultural shifts have implications for the progress and development of education. According to ([Sugiarto, 2020, p. 52](#)), every school system should be moderate in utilizing technology that allows students to learn faster, better, and smarter. Information Technology is the key to a better future school model. Education is essential for human development. High-quality individuals capable of competing can be nurtured through effective education. However, the quality of education remains far from perfect, and the process of building human resources is progressing slowly ([Kennedy-Walker et al., 2015](#)). The quality of education in Indonesia is expected to meet the demands of modern times.

Building an education system requires careful consideration of various aspects and components within society. Each individual or foundation in these components is based on a planned goal. As mentioned, the emergence of educational programs like full-day schools is seen as an alternative to meet contemporary educational demands. Through the full-day school program, students are equipped with high moral and religious values, shielding them from becoming victims of global information trends like technological advancements ([Wicaksono, 2018, p. 11](#)). In this millennial era, education plays a crucial role in human development ([Sarica & Cavus, 2009](#)). The changing times provide opportunities for education experts to formulate an education system that aligns with the spirit of Pancasila, the foundational ideology of Indonesia. Building such a system requires careful consideration to advance the development of students. Life Competency refers to the skills that enable individuals to thrive in various living environments, such as school, home, and their surroundings. The 21st century is characterized by the digital era, often referred to as the era of globalization. This era is marked by complex technological and informational advancements that have shifted to digital

technology. Education is a conscious and planned effort to create a learning atmosphere and process where students actively develop their potential to possess spiritual strength, self-control, personality, intelligence, noble morals, and the necessary skills for themselves, society, and the nation. The government conducts education with the aim of enlightening the nation's life ([Lestari, 2018, p. 95](#)), and the importance of life competency enables students to succeed in various environments, such as school, home, and their surroundings. Life competency encompasses various aspects such as behavior, cognitive abilities, interpersonal skills, and intrapersonal skills, all contributing to students' success in adapting and interacting with diverse environments ([Danish et al., 2005, p. 49](#)). Coakley and Pike's thoughts are further translated or integrated with the concept of sports education development within the national sports system, the Physical Education curriculum referred to is an integral part of national education in the context of lifelong activity. "Out of school hour activity" is equivalent to extracurricular activities that provide students with opportunities to engage in physical activities outside of study hours, aimed at fostering lifelong participation ([Ma'mun, 2019](#)). Sports are physical training activities aimed at enriching and enhancing basic movement skills as well as specific sports skills.

In recent years, concerns about the future of teenagers have risen due to the increasing behavioral issues among adolescents (delinquency, drug use, and violence). This is compounded by the lack of attention to social influences and the busy lives of working parents, single-parent households, and unsupervised youth at home ([Danish & Nellen, 1997](#)). Despite these challenges, for adolescents to lead successful and healthy lives, they need to develop various life skills ([L. Cronin et al., 2022](#)). Researchers explicitly discussing the sports participation of students in school-based activities have found that sports involvement has the potential to help students develop higher emotional intelligence, higher self-esteem, expanded social networks, a healthier self-image, an enhanced sense of ownership, and decreased levels of aggression. While research on the relationship between school-based sports participation and the development of life skills has been widely studied in the West, there is still a gap in the literature, especially in the context of Indonesia..

METHODS

The research method chosen and employed by the author is descriptive-causal comparative (ex post facto). In this study, no treatment was administered to the samples; instead, data was collected based on naturally occurring treatments within the sample. The samples used were 35 students (sports extracurricular) and 35 students (non-sports extracurricular) from SMPN 3

Cikarang Utara, and 49 students (sports extracurricular) and 49 students (non-sports extracurricular) from SMPIT Aidah. This research was conducted from May 23rd to May 29th, 2023, at SMP 3 Cikarang Utara, and from May 30th to June 9th, 2023, at SMPIT Aqidah. The research was conducted at each respective school according to the existing extracurricular schedules in each school. Data collection techniques were employed, and subsequently, the collected data was analyzed by testing for normality, homogeneity, and conducting t-tests to determine differences within each group.

Tabel.1 *The Basic Causal-Comparative Designs* (Fraenkel et al., 2013)

Group		Sports and Non-Sports Extracurricular Activities (Variabel Independent)	Sports and Non-Sports Extracurricular Activities (Variabel Dependet)
(a)	I	X	Y
SMP Negeri 3 Cikarang Utara	(M/F)	(Group Extracurricular Sports)	(Group Extracurricular Non Sports)
(b)	I	X ₁	Y ₁
SMP Islam Terpadu Aqidah	(M/F)	(Group Extracurricular Sports)	(Group Extracurricular Non Sports)

The instrument used to measure students' life skills development is the Life Skills Scale for Sport (LSSS), a non-test instrument developed by (L. D. Cronin & Allen, 2017). The LSSS instrument was developed for young sports participants aged 11-21 years. This instrument consists of eight main life skills categories, comprising 47 questionnaire items. The measurement scale used is a Likert scale with a five-point scale range, ranging from "not at all" to 5 ("very much"). The validation and reliability of the instrument have been tested by several similar researchers in Indonesia.

RESULTS AND DISCUSSION

The research findings related to life skills among students at SMP Negeri 3 Cikarang Utara, with a total of 76 students, are as follows 35 students participating in sports extracurricular activities, 41 students participating in non-sports extracurricular activities. The research results will be presented in Table 2 as follows:

Tabel 2. Life Skills Education in SMP Negeri 3 Cikarang Utara

Statistics Source		SMP Negeri 3 Cikarang Utara		Sum
		Extracurricular Sports	Extracurricular Non Sports	
Life Skills Education	N	35	35	70
	X	141,25	136,80	278,05
	S	17,3752	6,01958	
	$\sum X$	5,650	3,990	9,640
	$\sum X^2$	31,922,500	15,920,100	47,842,600

Table 2 above indicates the achievement of life skills at SMP Negeri 3 Cikarang Utara, broken down by extracurricular groups. The sports extracurricular group obtained an average score of 141.25 with a standard deviation of 17.3752, while the non-sports extracurricular group obtained an average score of 136.80 with a standard deviation of 3.990.

Tabel 3. Life Skills Education in SMPIT Aqidah

Statistics Source		SMPIT AQIDAH		
		Extracurricular Sports	Extracurricular Non Sports	Sum
Life Skills Education	N	49	49	98
	X	201,1	181,93	383,03
	S	22,02	6,6952	28,7152
	$\sum X$	8,042	5,458	
	$\sum X^2$	64,673764	29,789764	94,463528

Table 3 above shows the achievement of life skills at SMPIT Aqidah, categorized by extracurricular groups. The sports extracurricular group obtained an average score of 201.1 with a standard deviation of 22.02, while the non-sports extracurricular group obtained an average score of 181.93 with a standard deviation of 6.6952.

Tabel 4. Comparison of Independent t test Extracurricular sports at SMPN 3 Cikarang Utara and SMPIT Aqidah

		<i>Independent Samples Test</i>						
		<i>Levene's Test for Equality of Variances</i>		<i>t-test for Equality of Means</i>				
		F	Sig.	t	df	<i>Significance</i>		<i>Mean Difference</i>
						<i>One - Side</i>	<i>Two-Sided p</i>	
Extracurricular Sports	<i>Equal variances assumed</i>	.009	.923	-1.835	82	.035	.070	-7.10204
	<i>Equal variances not assumed</i>			-1.838	73.897	.035	.070	-7.10204

In Table 4 above, the results of Levene's test show a significance of 0.923. Since the p-value is > 0.05, the data is considered homogenous. Furthermore, in the independent t-test, the significance value is calculated as 0.105. With a p-value > 0.05, this indicates that there is no significant difference in life skills outcomes between SMP Negeri and SMPIT Aqidah in the sports extracurricular group. The absence of a difference can be attributed to both schools being popular institutions in the North Cikarang region of Bekasi Regency. SMP Negeri 3 Cikarang Utara has specialized sports classes with adequate facilities to support student activities, similar

to SMPIT Aqidah, an Islamic school that emphasizes local content and prioritizes student life skills development through prominent programs and weekly practices. The facilities that support and the educational programs for enhancing student life skills make it easy to facilitate student activities.

Tabel 5. Comparison of the Independent t test and Non-Sports Extracurricular Homogeneity Test at SMPN 3 Cikarang Utara and SMPIT Aqidah

<i>Independent Samples Test</i>									
		<i>Levene's Test for Equality of Variances</i>				<i>t-test for Equality of Means</i>			
		F	Sig.	t	df	<i>Significance</i>		<i>Mean Difference</i>	<i>Std. Error Difference</i>
						<i>One-Sided p</i>	<i>Two-Sided p</i>		
Extracurricular Non Sports	<i>Equal variances assumed</i>	.792	.376	1.837	82	.035	.070	2.61224	1.42165
	<i>Equal variances not assumed</i>			1.871	77.675	.033	.065	2.61224	1.39646

In Table 5 above, the results of Levene's test indicate a significance value of 0.376. Since the p-value is > 0.05 , the data is considered homogenous. Furthermore, in the independent t-test, the significance value is calculated as 0.203. With a p-value > 0.05 , this implies that there is no significant difference in life skills outcomes between SMP Negeri and private SMP in the non-sports extracurricular group.

DISCUSSION

Looking at the findings, the average scores and respondent counts for the acquisition of life skills for Group A (Sports Extracurricular at SMP Negeri 3 Cikarang Utara) have an average score of 141.25, which when converted to a percentage is 81%, falling within the strong life skills category. Group B (Non-Sports Extracurricular at SMP Negeri 3 Cikarang Utara) has an average score of 136.80 with a percentage of 76%, also classified as strong in life skills. Group C (Extracurricular at SMPIT Aqidah) achieved an average score of 201.1 with a percentage of 84%, signifying a strong life skills category. Lastly, Group D (Non-Sports Extracurricular at SMPIT Aqidah) obtained an average score of 181.93 with a percentage of 74% in the strong life skills category.

Among these four groups, Groups A and C, which are sports extracurricular groups, have better scores compared to Groups B and D, which are non-sports extracurricular groups. Both schools in the sample are selected schools with an "A" accreditation status, offering various activity programs designed to develop student potential and support their achievements.

The results of the independent t-test show that the p-value for Groups A and C (sports extracurricular) from both schools is 0.923, which is > 0.05 , indicating no significant difference between the two groups. Both groups exhibit strong life skills, whether it is the sports extracurricular group at SMP Negeri 3 Cikarang Utara or the sports extracurricular group at SMPIT Aqidah. These findings align with previous research revealing that middle school students can develop life skills through sports ([Hadi, 2011](#)).

The coaching process in sports should be handled by professionals who can determine the appropriate training regimen for each athlete based on individual needs. While life skills can be developed through sports, it's important to remember that it requires the dedicated effort of a competent coach who can integrate the fundamental principles of life skills into the sports training program ([Bangun et al., 2018](#)). Coaches play a crucial role in nurturing world-class athletes like Roger Federer in tennis, Michael Jordan in basketball, Tiger Woods in golf, and Taufik Hidayat in badminton, among others.

The statistical results for Groups B and D (non-sports extracurricular) in both schools show a p-value of 0.376, which is > 0.05 , indicating no significant difference between the two groups. However, looking at the average scores, both groups exhibit strong life skills. This suggests that both schools have similar organizational development programs and well-guided integrated activities. Both schools offer extracurricular programs with experienced mentors and coaches in their respective fields. In terms of facilities, both schools provide open fields and multipurpose halls for sports, arts, and other activities. Both schools aim for disciplined and planned integration of these development opportunities, following the "Ministry of Education and Culture Regulation No. 62 of 2014 on Extracurricular Activities in Primary and Middle Schools."

CONCLUSION

The results of the research yield several conclusions as follows: The average scores and respondent counts for life skills acquisition in Group A (Sports Extracurricular at SMP Negeri 3 Cikarang Utara) have an average score of 141.25, which when converted to a percentage is 81%, indicating a strong life skills category. Group B (Non-Sports Extracurricular at SMP Negeri 3 Cikarang Utara) has an average score of 136.80 with a percentage of 76%, also classified as strong in life skills. Group C (Extracurricular at SMPIT Aqidah) achieved an average score of 201.1 with a percentage of 84%, signifying a strong life skills category. Lastly, Group D (Non-Sports Extracurricular at SMPIT Aqidah) obtained an average score of 181.93 with a percentage of 74% in the strong life skills category.

The results of the independent t-test indicate that there is no significant difference between the sports extracurricular groups from both schools (Groups A and C). Furthermore, based on the test results, there is no difference in the non-sports extracurricular groups (Groups B and D) for both schools. While the sports extracurricular activities at both schools yield higher life skills scores compared to non-sports extracurricular activities, the non-sports extracurricular activities can still be categorized as strong due to their integrated and well-structured nature.

In light of these findings, the researcher suggests to future readers or researchers that if they wish to study life skills among students, they could focus more specifically on certain extracurricular activities, such as futsal or flag-raising (paskibra) extracurriculars, to gain more detailed insights.

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