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Integrating Life Skills into Pencak Silat Training Program for Positive Youth Development

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Abstract

The main purpose of this study was to investigate the effect of integrating life skills into pencak silat training for positive youth development. The method used in this study was the matching only-pretest-posttest control group design. The instrument used was the Life Skills Scale for Sport (LSSS). The results showed that there were significant differences among the group integrating life skills in pencak silat training programs, the group not integrating life skills in pencak silat training programs, and groups that did not involve in sports training for positive youth development. The group integrating life skills in pencak silat training program and the group that did not integrate life skills in pencak silat training program were better than the group that did not practice pencak silat training program. On the other hand, a better influence on positive youth development occurred in the group integrating life skills in pencak silat training program compared to the group that did not integrate life skills in pencak silat training programs.

INTRODUCTION

In the last decades, life skill is seen as an integral part in preparing the youth for facing daily life and enabling the active participation in society. Life skill is highly related with the success in arranging a program to develop the skills. Steve Danish from Life Skill Center in Virginia Commonwealth University is one of well-known advocates developing life skill of youth and has discussed the meaning of life skill in some occasions. Life skill is a skill that enables an individual to be successful in different environments where they live, such as school, home, and society (S. Danish, Forneris, Hodge, & Heke, 2004).

Global economy condition in the future is highly competitive and rapidly changing. It becomes the challenge for the youth to keep learning to develop their abilities and life skills, they are even required to master several abilities and continuously develop their life skills, so that they could be competitive in the future (Gould & Carson, 2008b). Life skill is a skill needed to face the demands and challenges in daily life (L. D. Cronin & Allen, 2016). Besides skill aspects, life skill also covers other physical aspects, such as healthy diet, cognitive aspect (including the self-talk) and behavior (including goal setting) (Hardcastle, Tye, Glassey, & Hagger, 2015).

Sport is known as the medium for people developing their skills that would enable them to positively contribute to the society. It is not a surprising fact as the nature of sport requires a diligence in learning a new skill, or social and cognitive skills, as a person should work independently as well as help each other to solve the problems and to take a decision (Cope et al., 2016). Sport could also improve life skills and psychology of an individual involved in sport activities (L. Cronin, 2015). Sport can be a medium to improve social, emotional, and academic skills. Besides, sport can also help the youth to collaborate with other people (Hayden, Whitley, Cook, Silva, & Scherer, 2015).

Most of the youths identify how they use life skills in sport environment and the strategy they intentionally use to transfer life skills into daily life, while other youths are aware that their coaches use an intentioned strategy to facilitate the transfer of life skills from sport environment into daily life. Although life skill develop-

ment is proven could be conducted through sport activities, but the youth has not known how to implement the life skill in daily life. Therefore, transferring life skills into daily life by involving required components such as psychological need (including self-control), competence (including stress management), and the relationship (including social responsibility) (Kendellen & Camiré, 2016).

Sport could facilitate the process of life skill learning, even the experience gained during the learning process through sport is considered as a new life skill (Jones & Lavallee, 2009). However, doing sport activities only is not enough. It requires a structured sport. An intentionally structured sport program to teach life skills is more suitable to develop the result of positive youth development compared to the unintentionally sport program (Bean & Forneris, 2016). Although an argument says that sport does not automatically direct people into life skill development, but it only occurs if we relate the culture with the player who is considered giving contribution to the development of their life skills or if the coach does and acts in a certain unstructured way (S. J. Danish & Nellen, 2012).

In the last 25 years, a new vision appears related to the development of youth, called positive youth development. The sport psychology researchers have been spending efforts to deeply understand how sport can be arranged to reinforce the positive youth development (PYD). Sport has been identified as a beneficial environment to promote PYD as it is the most popular activity outside the school for youth (Gould & Carson, 2008a; Guèvremont & Findlay, 2002). Meanwhile, sport is a highly appreciated social activity of the youth, that it would be an ideal medium to gain their interests. As has been mentioned earlier, although sport has been identified as a beneficial arrangement to learn life skills, many researchers focus on the importance of the intentioned approach for youth positive development (Menestrel, Bruno, & Christian, 2002).

The Positive Youth Development (PYD) is a framework in positive psychology as an alternative approach of the reactive and reductionist methods that historically had been used during working by the youth (Catalano, Berglund, Ryan, & Lonczak, 2002). Meanwhile, PYD explains the relationship between the youth and the environment (family, school, and community).

There are four interrelated regulations that give impacts on the positive youth development, including program, organization, and community (Benson & Saito, 2001).

Representing the concept of the Positive Youth Development (PYD), sport can also be identified as a beneficial environment to promote a positive youth development, since sport can be used as PYD for its popularity as the activity outside the school for the youth (Gould & Carson, 2008b; Guèvremont & Findlay, 2002). Sport is a social activity appreciated by the youth, thus it is an ideal medium to gain their interests. Although sport has been identified as a beneficial arrangement to learn life skills, many researchers focus on the importance of the intentioned approach for youth positive development (Menestrel et al., 2002).

Pencak silat is the result of Indonesia culture to defend and to preserve the existence and the integrity of the environment to reach the harmony of life in order to improve people belief and religious attitude. A lot of benefits gained from Pencak Silat, such as the development of cognitive, affective, and psychomotor aspects. Cognitive ability develops as the conceptual training of Pencak Silat is given. The fast thinking process is required in facing the problems to solve and taking the decision correctly and accurately. Affective ability develops as the training related to sportive attitude, respecting each other, discipline, and being humble, as the principles of Pencak Silat, and other affective aspects are given.

According to the result of interview conducted by the researcher to the coaches of some Pencak Silat schools, especially the schools at West Java, the knowledge of the coaches and athletes related to life skills is limited. The survey conducted in some Pencak Silat schools at West Java, related to the knowledge of the coach on the life skills, upraised the curiosity of the coaches related to life skills and how to implement the life skill in Pencak Silat training program. The curiosity of the coaches emerged after the researchers delivered a general information about life skills. The coaches admitted the importance of the life skills development for the youth. The coaches also related the components in life skill that are relevant with the objective of Pencak Silat. The researchers believed that it was a good opportunity to promote life skills into Pencak Silat training

program. In relation with life skill, in the process of Pencak Silat training program, the coaches should not only conduct the content of the training program, such as technical aspect, physical aspect, and mental aspect, but also implement the life skills, so that the athletes could implement the life skill in social life for the positive youth development.

Sport could give a foundation for the youth to learn self-defense and obtain the skills that are proven to be beneficial for their future (Petitpas, Cornelius, Raalte, & Jones, 2005). This view is shared by others who thought that sport has a capacity to challenge and motivate people the way that cannot be found in other life learning process, such as at school and workplace (Hansen, Larson, & Dworkin, 2003). Sport has been suggested as an ideal environment to develop life skills as sport is one of the most popular recreational activities for the youth. Recently, six strategies are designed and presented to help coaches developing life skills. By intentionally integrating life skills in the training plan, coaches could practice a positive youth development approach and maximize the development of their athlete potential (Camiré, Martin, & Nikolas Martin, 2019). The scarce of research related to the development of life skills in Pencak Silat training in Indonesia raised the researchers' interest to further study the youth life skills in a Pencak Silat school.

Regarding the result of research explained earlier, researcher conducted life skill research in Pencak Silat to find out the impact of the implementation of life skills in Pencak Silat training to improve the positive life skill development of the youth. Besides, the researcher was aimed at finding out how the result of the integration of the eight components of life skills in Pencak Silat training, thus the researchers conducted a research entitled "Integrating life skills into Pencak Silat Training for Positive Youth Development".

METHODS

Participants

In this research, the population taken were all athletes from West Java PPLP, Ciung Wanara School, and Bandung Public Senior High School 3. According to the design of the study, namely the matching only-

pretest-posttest control group design, the samples were chosen purposively (Fraenkel, Wallen, & Hyun, 2012). The characteristics for the experimental group were the athletes aged 15-21 years, actively involved in Pencak Silat training, and had followed the training at least for one year. Meanwhile, for the control group, the samples were 15-21 year old and not actively involved in the sport training.

Procedure

The research began from a problem found by the researcher, then the research problems were taken in form of questions. To answer the question of the research problems, the researchers chose the population and samples, then gave a pretest in 1 meeting. After pre-test, treatment was conducted for 8 meetings with 4 times of meetings in a week. Each meeting was conducted in 100 minutes. First, the implementation of training program of Pencak Silat for the integrated life skill included a training series consisting of one focus of life skill that should be acquired in one meeting. The research was carried out by firstly introduced life skills at the beginning of training, implemented strategies to teach life skills holistically in training, and gave questions related to life skills at the end of training (Experimental Group 1). Secondly, the group not integrating life skill in Pencak Silat training program received a series of training generally without emphasizing the principles of life skill (Experimental Group 2). Third group is the group that did not join or actively involve in the sport training. After 8 times of meeting and treatment, a post-test was conducted. The test was conducted to examine the life skill of each group after receiving the treatment. Furthermore, 2 meetings to examine Tournament Trial 1 and Tournament Trial 2 were administered, thus the total meetings were 12 meetings.

Instrument

The instrument used to measure the life skill development of the students was the Life Skill Scale for Sport (LSSS) instrument. The LSSS questionnaire was developed for the youth sport participants aged 15 – 21 years. The LSSS consisted of eight major life skills covering 47 statement items in likert scale measurement. The scales included five points, from 1 (not at all) to 5 (very much). The team work item (7 items), goal

setting (7 items), time management (4 items), emotional skill (4 items), interpersonal communication (4 items), social skills (5 items), leadership (8 items), and problem solving and decision making (4 items). Previous research gave a proof of the validity and reliability of this scale on the youth sport participants (Cronin & Allen, 2017). In the current sample, each of LSSS subscale and life skills displays an adequate internal consistence with alpha coefficient from 0,81 to 0,96 (L. D. Cronin & Allen, 2017).

RESULT

The statistical assumption test was conducted as the prerequisite to test the hypothesis by using the normality and homogeneity tests. The normality test was conducted by using the Shapiro-wilk test. Meanwhile, the homogeneity test was conducted by using the Levene test with the level of significance $\alpha = 0,05$. The results of normality test and homogeneity test shows that the three groups, including the group integrating life skill in Pencak Silat training (.232>0.05), the group non-integrating life skill in Pencak Silat training (.618>0.05) and the control group (.797>0.05), were normally distributed and had a same variance.

Furthermore, the hypothesis testing is started with the t-test (paired sample t test) was conducted to find out the comparison of the two means from the paired samples, namely the life skill score from the pretest data and posttest data of each group. The results of the t-test on the three groups are presented in Table 1.

Table 1. T-Test (Paired Sample T-Test)

Group	Pre-test		Post-test		t	df	Sig.
	Mean	sd	Mean	sd			
Pencak Silat Training Integrating Life Skill (Experimental Group I)	181.6	2.98	198	5.65	11	9	0
Pencak Silat Training Non-integrating Life Skill (Experimental Group II)	156.2	10.2	160	11.3	5.8	9	0
Non Sport Training Group (Control Group)	152.8	8.29	154	8.48	1.7	9	0.111

After conducting the significance test on the three groups, the writer concluded that the significant improvement in this research occurred only on two groups (Experimental Group 1 and Experimental Group 2). Meanwhile, there was no significant improvement on

the control group. Furthermore, the examination of the difference of improvement significance from the Experiment Group 1 and Experimental Group 2, the Experimental Group 1 and Control Group, and the Experimental Group 2 and Control Group was conducted. The results of comparison are presented in Table 2.

Table 2. T-Test (Independent Sample T-Test)

Group Comparison	T _{cal}	t _{table}	Df	Sig.
Integrating Life Skill and Training Non-integrating Life Skill	8.00	2.10	18	.000
Training Integrating Life Skill and Non Sport Training Group	13.7	2.10	18	.000
Training Non-integrating Life Skill and Non Sport Training Group	1.40	2.10	18	.176

The analysis employed was the mean improvement of the three groups. Simply, the analysis procedure included the comparison of mean of score gained from the Experimental Group 1, Experimental Group 2, and The Control Group.

According to Table 2, the significance value was 0,000 smaller than 0,05 ($0,000 < 0,05$), which means that there was a significant effect difference between the Pencak Silat training integrating Life Skill program and the Pencak Silat training non-integrating Life Skill program on the life skill development. The mean of the gained score of the Experimental Group 1 was better than the Experimental Group 2. Meanwhile, the significance value of the comparison between the Experimental Group 1 post test score and the control group post test score was 0,000 smaller than 0,05 ($0,000 < 0,05$), which indicates the significant effect difference from the Pencak Silat integrating life skill program and the control group on the development of life skill. Based on the obtained average score, the Experimental Group 1 was better than the control group.

Furthermore, for the comparison between the post test result of the Experimental Group 2 and the post test result of the control group, according to Table 3, the significance value was 0,176, higher than 0,05 ($0,176 > 0,05$). It means that there was no significant effect difference from the Pencak Silat training non-integrating life skill and the control group on the development of life skill. However, the Experimental Group 2 gained a

better average score than the control group.

The result of the independent sample t-test of the three groups, by comparing the Experimental Group 1 and Experimental Group 2, Experimental Group 1 and Control Group, Experimental Group 2 and Control Group, concludes that there was a significant difference between the Experimental Group 1 and Experimental Group 2 and Experimental Group 1 and the Control Group. Meanwhile, in the comparison between the Experimental Group 2 and the Control Group, there was no significant difference found although the average post-test score of the Experimental Group 2 was better than the Control Group.

DISCUSSION

The results of this study are relevant with previous research. Some research had shown that the youth developed a series of life skills through sport (L. D. Cronin & Allen, 2017; Trottier & Robitaille, 2014; Whitley, Wright, & Gould, 2013). Sport is a highly appreciated social activity by the youth, thus it is an ideal medium to gain the youth's interest (Menestrel et al., 2002). It is relevant with the statement that sport training could reinforce the life and social skills (Strachan, Côté, & Deakin, 2016). Although sport has been identified as a beneficial arrangement to learn life skills, the result shows that the life skill achievement can be conducted through integrated Pencak Silat training program. The Pencak Silat training program integrating life skill would have an impact on the development of life skill. The apparent development aspects including communication between the athlete and the coach. In the process, the athletes learnt discipline, self-confident, responsibility, problem solving, and the development of a positive social personality. The achievement of athlete developments are in line with the expected life skill aspect, including timework, goal setting, time management, leadership, social skills, interpersonal communication, emotional skills, problem solving, and decision making (L. D. Cronin & Allen, 2017).

The result of the hypothesis test presented in Table 2 shows that there was a significant difference between the Experimental Group 1 and the Experimental Group 2 and the Experimental Group 1 and the Control Group. Meanwhile, in the Experimental Group 2 and the Con-

trol Group comparison, there was no significant difference, although the Experimental Group 2 posed a higher post-test average score than the control group. Therefore, the first hypothesis testing showed that the Pencak Silat training integrating life skill program gained a higher life skill than the Pencak Silat training non-integrating life skill program and the group that did not conduct a sport training program.

In general, it indicates that there was a meaningful difference between the training program integrating life skills and the non-integrating life skill program of the youth. This statement is supported by a statement stating that various experiences obtained from the sport training could give a positive impact on the development of emotional, intellectual, social, and interpersonal aspects. Furthermore, through the interaction and collaboration with other persons, the youth could learn how to negotiate, communicate, manage conflicts, and lead. In addition, the participation in daily life, such as sport training, could help the youth to understand the importance of discipline and time management (Bakoban & Aljarallah, 2015).

According to the result of the life skill component gained by the youth joining the integrated Pencak Silat program was better than those who join a non-integrating Pencak Silat training. The result of previous research argues that sport could improve the characters and values if it is combined with the life skill program and the opportunity to be involved in the real experience (Brunelle, Danish, & Forneris, 2007). It was because in the youth joining football training integrating life skill, there was an integration of life skill aspect development. By integrating life skill into the football training program, there was a relationship between the sport participation with the improvement of the life skill. This result is relevant to the statement that sport can be used as the tool to improve life skills and positive youth developments (Camire, Kubow, & Donnely, 2009). Meanwhile, the integration of life skills in sport practice can be the effective model to learn life skill (Papacharisis, Goudas, & Danish, 2005). As has been explained, the structured sport program to teach life skill is more suitable to reinforce the result of positive youth development compared to the sport program that is unintentionally designed (Bean & Forneris, 2016).

The organized activity, as the context, is important

and able to increase the positive youth development (Fraser-thomas et al., 2007). It concludes that the organized and continuous program could reinforce the student positive development, thus it would improve the life skills of the students. The programmed activities will produce a more organized and discipline youths who value the time.

CONCLUSION

First, there was a difference of life skill development of the Pencak Silat training integrating life skill group, Pencak Silat training non-integrating life skill group, and the non-sport training group in order to positively develop the youth. The different was significant with the highest excellence laid on the Pencak Silat training integrating life skill group, followed by the Pencak Silat training non-integrating life skill group, and the non-sport training group. It proved that the involvement in Pencak Silat could improve life skills, especially if the process is integrated.

Secondly, there was a difference of life skill development of the Pencak Silat training integrating life skill group and Pencak Silat training non-integrating life skill group on the positive youth development. The Pencak Silat training integrating life skill group was better than the Pencak Silat training non-integrating life skill group. It was caused by the vital role of the integration that is relevant with the learning principles. When a material is discussed and made as a learning material, although as a complementary material, the material could give a more positive impact.

Third, there was a difference of life skill development of the Pencak Silat training integrating life skill group and the non Pencak Silat training group on the positive youth development. It was caused by the advantage of the involvement in the Pencak Silat training, including the integration of life skills. Therefore, the positive impacts were gained higher than the group that did not involve in Pencak Silat training.

Fourth, there was a difference of life skill development of the Pencak Silat training non-integrating life skill group and the group that did not involve in the Pencak Silat training on the improvement of the positive youth development. The Pencak Silat training non-

integrating life skill group was better than the group that did not involve in the Pencak Silat training. It was caused by the role of involvement in Pencak Silat. Therefore, a better advantage was gained by the Pencak Silat training non-integrating life skill group than those who did not involve in the Pencak Silat training.

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