



## JUARA: Jurnal Olahraga

E-ISSN 2655-1896 ISSN 2443-1117  
<https://doi.org/10.33222/juara.v8i2.3135>



### The Influence of Extracurricular Sports Programs on the Development of Life Skills During the Covid-19 Pandemi At Ta'mirul Islam Elementary School

Prima Ayu Sukarsana Wijayanti<sup>1\*</sup>, Pipit Pitriani<sup>2</sup>, Agus Mahendra<sup>3</sup>  
<sup>1,2,3</sup> Physical Education, Universitas Pendidikan Indonesia, Jl. DR. Setiabudi No. 229, Isola, West Java Province, 40154, Indonesia  
\*e-mail: [primaayusw96@gmail.com](mailto:primaayusw96@gmail.com)

#### Info Artikel

Article History:

Received 29 March 2023

Approved 07 June 2023

Published 10 June 2023

#### Keywords:

Life Skills, Sports Extra-curricular, non-sports extracurriculars, did not take any extracurriculars.

#### Abstract

The purpose of this research is to explore life skills that are developed through sports at the Ta'mirul Islam Elementary School in Surakarta. More in-depth research is needed to explore the role of developing life skills through extracurricular sports participation. Data was collected through the Life Skills Scale for Sport (LSSS) and supporting questionnaires using survey techniques. The research method used is descriptive-comparative causal (expose facto). The results showed (1) students who took part in sports extracurriculars obtained the highest life skills; (2) there are differences in the value of life skills between groups of students who take part in sports extracurriculars and groups of students who take part in non-sport extracurriculars; (3) there are differences in the values of life skills between groups of students who take part in sports extracurriculars and groups of students who do not take part in any extracurriculars; (4) There are differences in the values of life skills between groups of students who take part in non-sport extracurriculars and groups of students who do not take part in any extracurriculars. Conclusion Schools can use Sports extracurriculars to transfer life skills to students to develop all the potential to live their daily lives.

© 2023 Prima Ayu Sukarsana Wijayanti, Pipit Pitriani, Agus Mahendra  
Under the license CC BY-SA 4.0

✉ Alamat korespondensi: Jl. Dr. Setiabudi No.229, Isola, Sukasari, Bandung, West Java 40154

E-mail: [primaayusw96@gmail.com](mailto:primaayusw96@gmail.com)

#### INTRODUCTION

After the Covid - 19 pandemic, humans worldwide faced a new order of life, commonly referred to as the "New Normal." All new habits in lifestyle and daily activities are full of health protocol considerations. The substance of the health protocol in the

community must pay attention to critical points in the transmission of COVID-19, which include the type and characteristics of the activity/activity, the size of the activity, the location of the activity (outdoor/indoor), the duration of the activity, the number of people involved, vulnerable groups such as pregnant

women, toddlers, children, the elderly, and comorbid sufferers, or people with disabilities who are involved and so on (Winarso et al., 2020)

The Covid-19 pandemic has had an impact on various sectors, one of which is the education sector. The impact of this pandemic on the world of education can be seen in the Minister of Education and Culture policy through a circular letter regarding the implementation of education during the emergency period of the spread of Covid-19 (Ahdan & Sucipto, 2021). The circular contains instructions to avoid learning activities by gathering large numbers of people (Fahrizqi et al., 2020). Face-to-face learning must be replaced with another learning system, provided that learning objectives must be achieved (Azis et al., 2021). Every citizen has a role in breaking the chain of transmission of the Covid-19 virus (Syamsudin, 2021). The method is according to government instructions, namely: do social distancing and not leave the house. Workers are encouraged to work from home or home, and students are encouraged to carry out learning activities using online-based technology (Sari et al., 2020). Only these two appeals tend to limit the space for movement (Santoso, 2021).

It was never predicted before that there would be an outbreak that would significantly impact every line of our lives. Consciously this pandemic has given rise to new habits, skipping what we usually do. This is the behavior of a new life; like it or not, we are forced to adapt and make a new norm in our daily lives.

During the pandemic, learning was carried out without face-to-face meetings, meaning that the learning carried out had to use a distance learning system or online learning. The Covid-19 pandemic has impacted the ongoing physical education, sports, and health learning activities caused by various public health measures to prevent the spread of the covid outbreak. Various obstacles and limitations arise in online learning. However, some opportunities can benefit learning advancements, such as collaboration, creative solutions, and a willingness to learn from others, and educators, parents, and students can share similar experiences (Doucet et al., 2020).

During the Covid-19 pandemic, sports and health physical education lessons were carried out online. Become one of the big problems and significant challenges for sports and health physical education teachers. Parents also complain because many students live the wrong lifestyle by going to bed in the morning, playing games, resting not by good sleep patterns, and eating patterns that are not right.

Efforts by teachers and schools to be able to control their students from limited visibility, not only physical education, are given once a week. Physical learning taught in schools is expected to make students accustomed to living healthy and happy in carrying out physical activities actively every day. Unknowingly we are forced to adapt to circumstances. However, the pandemic has also increased its challenges and competition for Indonesian people who demand to develop

the quality and quality of human resources who must be prepared to equip themselves with life skills/skills to survive in that era.

World Health Organization(1999) have suggested that such life skills are important for preparing future adolescents and ensuring their healthy development. A school is a place that can be used as a place to provide education in order to gain life skills. Research by Jegannathan et al. (2014) revealed that developing life skills in schools can improve overall mental health.

It is recognized that physical education and sports can be used as a medium to enhance children's development if they incorporate the teaching of skills and strategies that are useful for life. Research results (Larson, 2000) reveal that "youth develop their life skills through extra-curricular activities such as music, drama, and sports and these extra-curricular activities will become more important in the 21st century". Sports extracurriculars have a positive impact on the health and life skills of young people. Hudaya's research (2017) states, "the intentional provision of life skills programs has been proven to be able to improve the development of life skills in swimming athletes."

Seow & Pan (2014) stated that "extra-curricular activities have become an important component of students' school lives, and many schools invest significant resources into extra-curricular activities." Furthermore, Shamsudin et al. (2014) stated that "the extra-curricular framework can be classified into three activities, namely physical, educational, and social activities." Shamsudin et al. (2014)

further stated that "physical activity includes team activities (i.e., joining a sports team such as a soccer team) or individual activities (e.g., martial arts clubs such as taekwondo or participating in a marathon)." Bailey's research (2006) revealed that extra-curricular activities in the form of physical activities such as sports could improve academic achievement, increase self-confidence and self-esteem and improve students' social and cognitive development. Sports can improve the life skills and psychological abilities of individuals involved in sports activities (L. Cronin, 2015). academic.

Life skills are defined as skills that can be transferred from athletics. Environment to other areas of life (Gould & Carson, 2008). For example, a relationship has been found between sports participation and character development (Beedy & Zierk, 2000), cooperation (Orlick, 2006), moral development (Shields & Bredemeier, 1995), and social responsibility (Hellison, 2011), in addition to respect, teamwork, communication, time management, organizational skills, leadership, and self-efficacy (Holt et al., 2008; Camiré et al., 2009; Camiré & Trudel, 2013). This relationship has been noted in general sports participation. However, the following sections focus primarily on school-based sports participation, combining physical education and extra-curricular sports.

Researchers who explicitly address sports participation in a group of students participating in school-based sports activities have found that sports involvement can help students develop higher emotional intelligence

competencies, self-esteem, expanded social networks, and a healthier self-image. , enhanced sense of belonging, and decreased depression and emotional distress (Harrison & Narayan, 2003; Fredericks Eccles, 2006; Camiré & Trudel, 2013).

Life skills are “skills that enable individuals to succeed in the different environments in which they live such as school, home and neighborhood (Danish & Nellen, 2012). This skill concerns aspects of knowledge, physical and mental attitudes, and skills related to character development or life behavior.

Cronin & Allen (2016) views "life skills as behavioral, cognitive, interpersonal, or intrapersonal competencies that can be learned, developed, and improved upon." The World Health Organization (1999) has suggested that life skills are essential for preparing young people for the future and ensuring their healthy development. A school is a place that can be used as a place to provide education in order to gain life skills. Research by Jegannathan et al. (2014) revealed that developing life skills in schools can improve the overall mental health of young people.

Life skills or life skills are competencies that someone must own to continue to exist effectively in the process of change (Akfirat & Kezer, 2016). Life skills contain several aspects, starting from personal, social, academic, and vocational aspects. All of these aspects can be a provision, especially for students to develop the potential that exists in students, and can become a provision for the formation of students' character later. Life

skills are sometimes not taught directly in formal education, but life skills are implicitly inserted in every lesson in formal education. Like now, online-based distance learning also requires the development of life skills for students. This aspect will be the focus of the research.

Recognizing the potential for sports involvement to contribute to life skills development, researchers must research school-based sports teams to promote life skills development. Furthermore, there needs to be more research examining the impact of developing life skills from sports participation among elementary school (SD) students. With this in mind, the current study examines the life skills developed through sports participation.

## METHODS

A method is needed in a study so that the research goes well. Sugiyono (2013) states, "The research method is basically a scientific way to obtain data with specific purposes and uses." For this reason, it is necessary to choose carefully the method to be used in a study. The method is a way that is used to achieve the goal, while the purpose of the research is to reveal, describe, and conclude the results of problem-solving through specific ways by research procedures. Based on some of the statements above, the method used by the author to test the hypothesis in this study is a descriptive-causal comparative method (expose facto).

This method is used based on the consideration that in research, there is no treatment given by the researcher, but the researcher only discloses the results of the treatment that has occurred naturally in the independent and dependent variables. What was studied/revealed in this study was the description of the results of life skills in groups that had different treatment based on the group of students who took part in sports extracurriculars, the groups of students who did not take part in extra-curricular sports, and the groups of students who did not take part in any extracurriculars.

## **FINDINGS AND DISCUSSION**

### **Findings**

SD Ta'mirul Islam Surakarta is an excellent school with "A" accreditation in the Surakarta district under the auspices of the Ta'mirul Masjid Tegalsari Foundation with the main program Tahfiz Koran. The subjects programmed at SD Ta'mirul Islam include spiritual (religious), social, cultural, artistic, and technological aspects. Teach religious sciences, including Arabic, as an absolute tool for reading their textbooks. Therefore, all religious and Arabic lessons become the main subject. Education in Ta'mirul Islam is an educational institution that is closely related to Islamic education or pesantren education. Therefore, in general, Islamic educational institutions have prominent characteristics of religious and moral goals, meaning goals, materials, methods, religious-style tools and

techniques, and everything that is taught and practiced in a religious and moral environment is based on the Qur'an and as-Sunnah as well as the legacy of pious former people. SD Ta'mirul Islam Surakarta has a vision is "The Realization of Students Who Have Good Morality, Achievement, and Insight into Global Science and Technology Based on Faith and Piety." Dance, Tambourine, Arabic, Musical Ensemble (drums, keyboard, guitar, bass, and violin), religion (BTQ, calligraphy, recitations, tahfidz), art, sports (badminton, karate), musical instruments. All of these programs have mentors and trainers so that the program runs in a programmed and guided manner. In sports, SD Ta'mirul Islam Surakarta has several achievements: first place in O2SN women's karate and first place in the Taekwondo Mayor Cup. 2nd place in the PGRI Gymnastics Competition, first place in Taekwondo POPDA, first place in OSTI (Sports et al.), third place in the Wushu Junior Provincial Championship in Taolu Central Java and DIY, second place in badminton (siRNAs), second place in O2SN Chess.

The research results obtained for life skills at Ta'mirul Islam Surakarta elementary school with a total sample of 110 students with details of 35 students participating in sports extracurriculars, 55 students participating in non-sports extracurriculars, and 20 students not participating in any extra-curricular activities at school. The research results will be presented in Table 4.1. as follows.

Table 4.1 Life Skills at SD Ta'mirul Islam Surakarta

Statistics Source	SD Ta'mirul Islam Surakarta			Total
	Sports Extra	Non-Sport extra-curricular	Non Extra-curricular	
N	30	60	20	110
$\bar{X}$	199,23	177,2	166.75	543,18
S	24.52	29.33	17.92	
$\sum X$	5978	10632	3335	19,945
$\sum X^2$	35,736,484	113,039,424	11,122,225	308,674,041

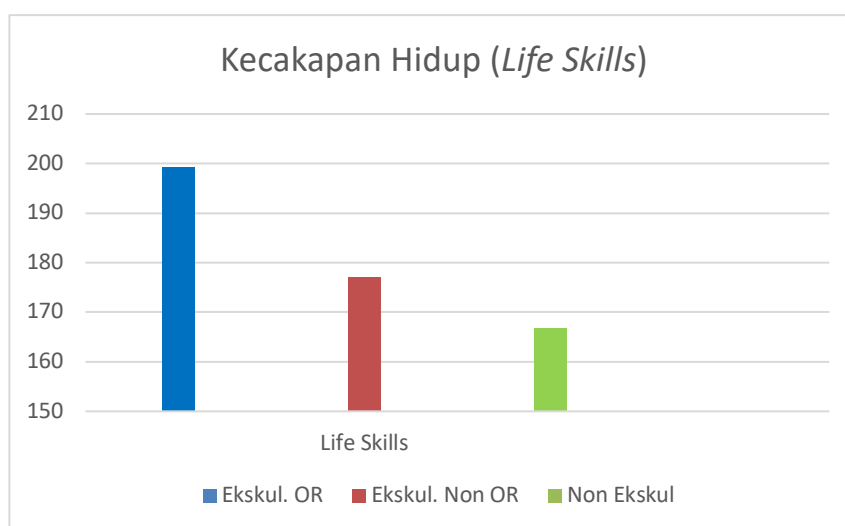


Figure 4.1. Life Skills at Ta'mirul Islam Elementary School, Surakarta

The table and figure above show the achievements of life skills at the Ta'mirul Islam Surakarta elementary school for extra-curricular groups. Sports obtained an average of 199.27 with a standard deviation of 24.52, extra-curricular group. The non-sport group obtained an average of 177,200 with a standard deviation of 29.33, and the non-exclusive group. Obtained an average of 166.750 with a standard deviation of 17.92.

1. Differences in the Value of Life Skills (Life Skills) Between Groups of Students Joining Sports Extracurriculars and Groups of Students Joining Non-Sports Extracurriculars

Data was analyzed to see the differences between the two sample groups. Before the data were analyzed, it was necessary to test the prerequisite analysis, namely the normality test and homogeneity test.

Table 4.2 Normality Test

extra-curricular	Kolmogorov-Smirnova			Ket.
	Statistics	df	Sig.	
Sports Extracurriculars	.130	30	.200*	Normal
Non-Sports Extracurriculars	.091	60	.200*	Normal
Non Extra-curricular	.182	20	.080	Normal

The results of the normality test for SD Ta'mirul Islam Surakarta, the data in the table above, show the sig. 0.200 sports extra-curricular, 0.200 non-sport extra-curricular, and 0.080 non-excursive. Because of the sig. Value > 0.05, all the data above is usually distributed.

After the prerequisite analysis test was carried out, namely the normality test, the next

stage was the homogeneity prerequisite test. The homogeneity test results will be displayed together with the difference test. This section will compare the acquisition of life skills in each group to see more apparent differences in results. Before conducting the t-test, the analysis prerequisite test is carried out, namely the normality test and homogeneity test.

Table 4.3 Independent t-test and extra-curricular homogeneity test. Sports with Non-Sport Extracurriculars

		Levene's Test for Equality of Variances		Independent t-test			Mean Differences
		F	Sig.	Q	df	Significance Two-Sided p	
		Life Skills	Equal variances assumed	7,254	.351	5,544	
	Equal variances are not assumed.			3,354	6,377	.001	22,067

The table above shows the results of Levene's significance test of 0.351 because of the sig. Value is > 0.05; the data is homogeneous. Furthermore, the independent t-test obtained a significance value of 0.001, where the sig. Value < 0.05, which means that

it can be concluded that there are differences in the results of life skills between students who take part in sports extracurriculars and students who take part in non-sport extracurriculars.

2. Differences in the Value of Life Skills (Life Skills) Between Groups of Students Who Participate in Sports Extracurriculars and Groups of Students Who Do Not Participate in Any Extracurriculars

This section will compare the acquisition of life skills in each group to see

more apparent differences in results. Before conducting the t-test, the analysis prerequisite test is carried out, namely the normality test and homogeneity test. Because the normality test has been shown in Table 4.2, this section will display the results of the homogeneity test and the difference test as follows.

Table 4.4 Independent t-test and extra-curricular homogeneity test. Sports with Non-Extracurriculars

		Levene's Test for Equality of Variances		t	Df	Significance Two-Sided p	Mean Differences
		F	Sig.				
Life Skills	Equal variances assumed	4,017	.251	6,586	48	,001	32,517
	Equal variances are not assumed.			7,727	6030	,001	32,517

The table above shows the results of Levene's significance test of 0.251 because of the sig. Value  $<0.05$  means the data is homogeneous. Furthermore, the independent t-test obtained a significance value of 0.000, where the sig. Value  $<0.05$ , which means that it can be concluded that there are differences in the results of life skills between students who take extra-curricular activities. Sports with students who follow extra-curricular activities. Non sports.

3. Differences in the Value of Life Skills (Life Skills) Between Groups of Students Who Participate in Non-Sports Extracurriculars and Groups of Students Who Do Not Participate in Any Extracurriculars

This section will compare the acquisition of life skills in each group to see a more evident difference in results. Before conducting the t-test, the analysis prerequisite test is carried out, namely the normality and homogeneity tests. Because the normality test has been shown in Table 4.4, this section will display the results of the homogeneity test and the difference test as follows.



Table 4.5 Independent T-test and Homogeneity Test of Non-Sports Extracurriculars and Non-Extracurriculars

		Levene's Test for Equality of Variances			Independent t-test		
		F	Sig.	Q	df	Two-Sided p	Significance Mean Different
Life Skills	Equal variances assumed	006	.941	11,469	78	,001	10,450
	Equal variances are not assumed.			11.111	30,956	,001	10,450

The table above shows the results of Levene's significance test of 0.941 because of the sig. Value <0.05 means the data is not homogeneous. Furthermore, because the data is not homogeneous in the independent t-test, how to read the significance results, namely in the Equal variances not assigned row where a significance value of 0.000 is obtained because the sig value <0.05, which means it can be concluded that there are differences in the results of life skills between students taking extra-curricular activities. Sport with students who do not follow the extracurricular.

### Discussion

Before reading further about the data that the researcher presented, there are several terms that the researcher will replace in this section of the discussion so that readers can directly understand the school for which the researcher presents the data. Regarding the groups used in this study, Group A is a group

of students who take part in sports extracurriculars, Group B is a group of students who take part in non-sports extracurriculars, and Group C is a group of students who do not participate in any extracurriculars.

Based on the average number of acquired life skills at Ta'mirul Islam Elementary School Surakarta, Group A achieved 199.27, 81%, Group B achieved 177,200, 70%, and Group C achieved 166,750, 64%. Of the three achievements, the group with the highest life skills value is Group A (Students participating in extra-curricular sports). The sample schools are favorite schools, all accredited "A" and have various activity programs to develop all students' potential. The highest acquisition of life skills is Group A. All extra-curricular activity programs are carried out under the guidance of teachers and trainers for each extracurricular. The school has a place to carry out extra-

curricular activities. In addition to the infrastructure that supports the process of sports activities, the coaches also have qualified competence based on the abilities of their respective sports branches. On this occasion, the researcher obtained information that the trainers, when training, allowed students to lead their friends to line up, pray, and warm up; in this case, the trainer's actions reflected the process of transferring life skills to the components of leadership and interpersonal skills; then the students are used to arriving on time during extra-curricular activities, this already illustrates that these students can manage time; Furthermore, in the training process the trainers not only deliver training material. However, they also conveyed the values that students must have; one of the materials is that it contains components of life skills such as students must be disciplined, must be able to lead groups, must be able to communicate well, cooperate and be responsible for themselves and the group. These values are given by the trainer at the beginning of the exercise and in the middle during the break. In the end, namely, before the exercise is closed, the trainer provides guidance (evaluation) and inserts skill values related to training. The benefits of these values are owned for later life. Cooperate and take responsibility for themselves and the group. These values are given by the trainer at the beginning of the exercise and in the middle during the break. In the end, namely, before the exercise is closed, the trainer provides guidance (evaluation) and inserts skill values related to training, and the benefits of these

values are owned for later life. Cooperate and take responsibility for themselves and the group. These values are given by the trainer at the beginning of the exercise, in the middle during the break, and at the end, namely, before the exercise is closed, the trainer provides guidance (evaluation) and inserts skill values related to training and the benefits of these values are owned for later life.

The statistical test results showed a significant difference between the two groups based on Table 4.3 with a t value of 5.544 with a significance level of 0.001. So, as a whole, there are significant differences in life skills between groups of students who participate in sports extracurriculars and those who take part in extra-curricular non-sports. Although life skills can develop through sports, remember that this cannot be separated from the coach's role. Competent people can also integrate the basic principles of the life skills component into sports training programs (Santos et al., 2018). Apart from being in line with previous research, The results of this study are also in line with the analysis results and the author's observations that the development of life skills occurs in all groups, although with different levels of significance. This can be seen from the recognition of the Physical Education teacher at SD Ta'mirul Islam Surakarta that when students participate in extra-curricular sports, they respect the coach very much. This can be seen when the coach comes, they shake hands and kiss the coach's hand, between politely greeting and shaking hands; apart from that, every student is given the opportunity by the coach to lead the stretch,

and they are taught how cooperation must be built with the team. This shows that there has been a development of life skills in students, especially in the components of interpersonal skills, leadership.

The statistical test results showed a significant difference between the two groups based on Table 4.4, with a t-value of 6.586 with a significance level of 0.001. So, as a whole, it can be concluded that there are significant differences in life skills between groups of students who take part in sports extracurriculars and groups of students who do not take part in any extracurriculars at school. If seen from the results of the research Group A or students who take part in sports extracurriculars have a greater value of life skills compared to Group C. This means that extra-curricular sports at school and sports activities outside of school can be a means/medium of transferring life skills to students. Researchers who explicitly address sports participation on school-based teams have found that sports involvement can help students develop higher emotional intelligence competencies, self-esteem, expanded social networks, healthier self-image, enhanced sense of belonging, and decreased levels (Hayden et al., 2015, p. 2). Student participation in sports both at and outside of school positively impacts the development of students' life skills. Researchers who explicitly address sports participation in school-based teams have found that sports involvement has the potential to help students develop higher emotional intelligence competencies, higher self-esteem, expanded social networks,

healthier self-image, enhanced sense of belonging, and lowered levels. depression and emotional distress (Harrison & Narayan, 2003; Fredericks & Eccles, 2006; Camir and Trudel, 2013). Particularly among the secondary school-age population, participation in secondary school sports activities is associated with intrinsic motivation and concentration (Larson, 2000). Adolescents in sports also show higher psychosocial skills such as pro-social behavior, perceived self-efficacy, personal responsibility, and social responsibility (CarreresPonsoda et al., 2012). This further reinforces that participation in sports, whether programmed at school or even in the home environment, is beneficial in developing students' life skills. and level down. depression and emotional distress (Harrison & Narayan, 2003; Fredericks & Eccles, 2006; Camir and Trudel, 2013). Particularly among the secondary school-age population, participation in secondary school sports activities is associated with intrinsic motivation and concentration (Larson, 2000). Adolescents in sports also show higher levels of psychosocial skills such as pro-social behavior, perceived self-efficacy, personal responsibility, and social responsibility (CarreresPonsoda et al., 2012). This further reinforces that participation in sports, whether programmed at school or even in the home environment, is beneficial in developing students' life skills. and level down. depression and emotional distress (Harrison & Narayan 2003; Fredericks & Eccles 2006; Camir and Trudel 2013). Particularly among the secondary school-age population, participation

in secondary school sports activities is associated with intrinsic motivation and concentration (Larson, 2000). Adolescents in sports also show higher psychosocial skills such as pro-social behavior, perceived self-efficacy, personal responsibility, and social responsibility (CarreresPonsoda et al., 2012). This further reinforces that participation in sports, whether programmed at school or even in the home environment, is beneficial in developing students' life skills. Particularly among the secondary school-age population, participation in secondary school sports activities is associated with intrinsic motivation and concentration (Larson, 2000). Adolescents in sports also show higher psychosocial skills such as pro-social behavior, perceived self-efficacy, personal responsibility, and social responsibility (CarreresPonsoda et al., 2012). This further reinforces that participation in sports, whether programmed at school or even in the home environment, is beneficial in developing students' life skills. Particularly among the secondary school-age population, participation in secondary school sports activities has been shown to be associated with intrinsic motivation and concentration (Larson, 2000). Adolescents who are involved in sports also show higher levels of psychosocial skills such as pro-social behavior, perceived self-efficacy, personal responsibility, and social responsibility (CarreresPonsoda et al., 2012). This further reinforces that participation in sports, whether programmed at school or even in the home environment, is beneficial in developing students' life skills. Adolescents in

sports also show higher psychosocial skills such as pro-social behavior, perceived self-efficacy, personal responsibility, and social responsibility (CarreresPonsoda et al., 2012). This further reinforces that participation in sports, whether programmed at school or even in the home environment, is beneficial in developing students' life skills. Adolescents in sports also show higher psychosocial skills such as pro-social behavior, perceived self-efficacy, personal responsibility, and social responsibility (CarreresPonsoda et al., 2012). This further reinforces that participation in sports, whether programmed at school or even in the home environment, is beneficial in developing students' life skills.

The statistical test results showed a significant difference between the two groups based on Table 4.5 with a t value of 11.456 with a significance level of 0.001. So, as a whole, there are significant differences in life skills between groups of students who take part in non-sports extracurriculars and groups of students who do not take part in any extracurriculars at school. Extra-curricular activities, be it sports, arts, subjects, skills, or religion, organized by the school is a positive effort to provide opportunities for students to develop positively at school; this statement can be proven by the results of this study and also based on the results of statistical tests. Life skills between group B and group C. Research results (Larson, 2000) revealed that "youth develop their life skills through extra-curricular activities such as music, drama, and sport, and such extra-curricular activities will become even more important in the 21st

century". Therefore, extra-curricular programs, be it sports, religion, subjects, and arts, are needed by students to develop their potential, so that students who actively participate in extracurriculars get the development of life skills indirectly from the extracurriculars they participate in, unlike the case With students who do not take part in any extracurriculars, it can be seen that the results of their life skills are lower than those who are active. Although extra-curricular programs are not directly integrated with life skills,

Student participation in sports at school positively impacts the development of student life skills. Researchers who explicitly address sports participation on school-based teams have found that sports involvement can help students develop higher emotional intelligence competencies, self-esteem, expanded social networks, healthier self-image, enhanced sense of belonging, and level down. Depression and emotional distress (Harrison and Narayan, 2003. Fredericks and Eccles, 2006; Camiré & Trudel, 2013). Particularly among the secondary school-age population, participation in secondary school sports activities is associated with intrinsic motivation and concentration (Larson, 2000). Adolescents who are involved in sports also show higher levels of psychosocial skills such as pro-social behavior, perceived self-efficacy, personal responsibility, and social responsibility (Carreres-Ponsoda et al., 2012). This further reinforces that participation in sports is either programmed at school or even in the home environment. Helpful in developing students' life skills. Those who are active exercise 1

time a week, 2-3 times a week, and even 4-7 times a week at their homes with various sports activities such as badminton, soccer, futsal, volleyball, swimming, and lifting weights (gym). ). Independent workout, gymnastics, cycling, running, yoga, and martial arts. Western researchers have found a link between sports participation and the development of specific life skills (e.g., Danish et al., 2002; Gabriel et al., 2011; Weiss et al., 2013), with Life Skills defined as skills that can be transferred from athletic sports. Environment to other areas of life (Gould & Carson, 2008). For example, a relationship has been found between sports participation, character development (Beedy & Zierk, 2000), and cooperation (Orlick, 2006). moral development (Shields & Bredemeier, 1995), and social responsibility (Hellison, 2011), in addition to respect, teamwork, communication, time management, organizational skills, leadership, and self-efficacy (Holt et al. 2008. Camiré et al. 2009; Camiré & Trudel, 2013). This relationship has been noted in sport participation (Weiss et al., 2013), with Life Skills defined as skills that can be transferred from athletic sports. Environment to other areas of life (Gould & Carson, 2008). For example, a relationship has been found between sports participation, character development (Beedy & Zierk, 2000), and cooperation (Orlick, 2006). moral development (Shields & Bredemeier, 1995), and social responsibility (Hellison, 2011), in addition to respect, teamwork, communication, time management, organizational skills, leadership, and self-efficacy (Holt et al. 2008.

Camiré et al., 2009; Camiré & Trudel, 2013). This relationship has been noted in sport participation (Weiss et al., 2013), with Life Skills defined as skills that can be transferred from athletic sports. Environment to other areas of life (Gould & Carson, 2008). For example, a relationship has been found between sports participation, character development (Beedy & Zierk, 2000), and cooperation (Orlick, 2006). moral development (Shields & Bredemeier, 1995), and social responsibility (Hellison, 2011), in addition to respect, teamwork, communication, time management, organizational skills, leadership, and self-efficacy (Holt et al. 2008. Camiré et al. 2009; Camiré & Trudel, 2013). This relationship has been noted in sport participation; in general, a relationship has been found between sports participation and character development (Beedy & Zierk, 2000) and cooperation (Orlick, 2006). moral development (Shields & Bredemeier, 1995), and social responsibility (Hellison, 2011), in addition to respect, teamwork, communication, time management, organizational skills, leadership, and self-efficacy (Holt et al. 2008. Camiré et al. 2009; Camiré & Trudel, 2013). This relationship has been noted in sport participation; in general, a relationship has been found between sports participation and character development (Beedy & Zierk, 2000) and cooperation (Orlick, 2006). moral development (Shields & Bredemeier, 1995), and social responsibility (Hellison, 2011), in addition to respect, teamwork, communication, time management, organizational skills, leadership, and self-efficacy (Holt et al. 2008.

Camiré et al. 2009; Camiré & Trudel, 2013). This relationship has been noted in sport participation in general.

Because it needs the role of schools in which there are teachers and school employees, the role of the family in which there are parents and siblings, as well as the role of the government in which there are stakeholders who are responsible for fostering youth and organizing sports in the community so that they can support the implementation of active youth participation in sports so that it will have a positive impact on the survival of these young people in the future. Synergy is very much needed in implementing programs to develop positive youth. Therefore, the government must then issue policies related to the implementation of sports in the community and monitor how the policy process takes place.

The recommendation from the results of this study is that students must participate in self-development programs organized by the school, both in the form of sports and non-sports extracurriculars. However, from the results of this study, sports extracurriculars have a good role in developing students' life skills. Therefore, schools must increase the number of sports extracurriculars, and each training program must be integrated with positive youth development, namely developing students' life skills since they are still in school so that later they can apply them in real life, which will be very beneficial for them.

## CONCLUSION

The results of the study provide several conclusions as follows:

- 1) The description of life skills achievement at Ta'mirul Islam Surakarta Elementary School for the group of students who took part in sports extracurriculars, namely 191.49 groups of students who took part in non-sports extracurriculars, namely 164. Eighty-six groups of students who did not take part in extra-curricular activities 151.55. From all studies, the highest achievement was obtained by the students who participated in extra-curricular sports because the Ta'mirul Islam elementary school is a favorite school in Surakarta Regency with proper sports facilities and ample and sufficient sports extra-curricular programs to facilitate students in developing their life skills.
- 2) There are differences in the value of life skills (life skills) between groups of students who participate in sports extracurriculars and those who participate in non-sport extracurriculars. This proves that sports can be a suitable medium to improve life skills. Because during sports, students interact more with the environment, peers, and teachers/coaches. Social interactions and problems that occur when exercising can make it easier for a person to acquire life skills.
- 3) There are differences in the value of life skills (life skills) between groups of students who take part in sports extracurriculars and groups of students who

do not take part in any extracurriculars. The group of students who participate in sports and extra-curricular activities at school have different life skills and values and tend to be higher than students who do not participate in any extra-curricular activities at school. This happens because school extra-curricular sports are carried out, guided, and planned by teachers and coaches.

- 4) There are differences in the value of life skills (life skills) between groups of students who take part in non-sports extracurriculars and those who do not participate in any extra-curricular activities. This shows that active students will develop their life skills accidentally obtained from the positive activities they participate in.

## REFERENCES

- Acar, K., Akandere, M., & Bastug, G. (2013). A study of problem-solving skills and non-functional attitudes of children who get football training. *Turkish Journal of Sport and Exercise*, 15(3), 69-74-74.
- Ahdan, S., & Sucipto, A. (2021). PHYSICAL FITNESS TRAINING PROGRAM FOR KEEPING HEALTHY DURING THE PANDEMIC OF KRIDAWISATA VOCATIONAL SCHOOL, BANDAR LAMPUNG. *Journal of Social Sciences and Technology for Community Service (JSSTCS)*, 2(2), 102-107.
- Azis, A., Helaprahara, D., Fepriyanto, A., &

- Supriyanto, NA (2021). PHYSICAL FITNESS TRAINING FOR STUDENTS IN SUMENEP DISTRICT DURING THE COVID 19 PANDEMIC. *Journal of Community Service (MEDITEG)*, 6(1), 13–20.
- Camiré, M., Trudel, P., & Forneris, T. (2012). Coaching and transferring life skills: Philosophies and strategies model high school coaches use. *Sports Psychologist*, 26(2), 243–260. <https://doi.org/10.1123/tsp.26.2.243>
- Cotterill, ST, & Fransen, K. (2016). Athlete leadership in sports teams: Current understanding and future directions. *International Review of Sport and Exercise Psychology*, 9(1), 116–133. <https://doi.org/10.1080/1750984X.2015.1124443>
- Cunningham, I., Simmons, P., & Mascarenhas, D. (2018). Sport officials' strategies for managing interactions with players: Face-work on the front-stage. *Psychology of Sport and Exercise*, 39(January), 154–162. <https://doi.org/10.1016/j.psychsport.2018.08.009>
- Danish, S., Forneris, T., Hodge, K., & Heke, I. (2004). Enhancing youth development through sport. *World Leisure Journal*, 46(3), 38–49. <https://doi.org/10.1080/04419057.2004.9674365>
- Ministry of National Education. (2003). Development of Life Skills Education Model. Curriculum Center, Balitbang Ministry of National Education Jl. Mount Sahari Raya No. 4, Central Jakarta, 4.
- Fahrizqi, EB, Mahfud, I., Yuliandra, R., & Gumantan, A. (2020). Physical Fitness Level of Sports Students During the New Normal of the Covid-19 Pandemic. *Tadulako Journal Sports Sciences And Physical Education*, 8(2), 53–62.
- Fraser-thomas, JL, Côté, J., Deakin, J., Deakin, J., Fraser-thomas, JL, & Co, A. J. (2007). Physical Education and Sport Pedagogy Youth sports programs : an avenue to foster positive youth development Youth sports programs : an avenue to foster positive youth development ^te. Jan. 2013, 37–41.
- Gillham, A., & Weiler, D. (2013). Goal setting with a college soccer team: What went right, and less-than-right. *Journal of Sport Psychology in Action*, 4(2), 97–108. <https://doi.org/10.1080/21520704.2013.764560>
- Gould, D., & Carson, S. (2008). Life skills development through sport: current status and future directions. *International Review of Sport and Exercise Psychology*, 1(1), 58–78. <https://doi.org/10.1080/17509840701834573>
- Jones, MI, & Lavallee, D. (2009). Exploring



- perceived life skills development and participation in sport. *Qualitative Research in Sport and Exercise*, 1(1), 36–50.  
<https://doi.org/10.1080/19398440802567931>
- Jowett, S., & Wylleman, P. (2006). Interpersonal relationships in sport and exercise settings: Crossing the chasm. *Psychology of Sport and Exercise*, 2, 119–123.
- Kahn, J., Bailey, R., & Jones, S. (2019). Coaching Social & Emotional Skills in Youth Sports. Aspen Institute, 24.
- Rich, A. (2014). Decision Making by Coaches and Athletes in Sport. *Procedia - Social and Behavioral Sciences*, 152, 333–338.  
<https://doi.org/10.1016/j.sbspro.2014.09.205>
- Kendellen, K., Camiré, M., Bean, CN, Forneris, T., & Thompson, J. (2017). Integrating life skills into Golf Canada's youth programs: Insights into a successful research to practice partnership. *Journal of Sport Psychology in Action*, 8(1), 34–46.  
<https://doi.org/10.1080/21520704.2016.1205699>
- Lim, SM, Rodger, S., & Brown, T. (2010). Learning-related and interpersonal social skills constructs in two existing social skills assessments. *Occupational Therapy in Mental Health*, 26(2), 131–150.  
<https://doi.org/10.1080/01642121003736069>
- Marsollier, É., Trottier, C., & Falcão, WR (2020). Development and transfer of life skills in figure skating: Experiences of athletes and their coaches. *Qualitative Research in Sport, Exercise and Health*, 12(5), 664–682.  
<https://doi.org/10.1080/2159676X.2019.1659392>
- Marwiyah, S. (2012). Life Skills Based Education Concept. *Journal of Falasifa*, 3(1), 75–98.
- McEwan, D., & Beauchamp, MR (2014). Teamwork in sport: a theoretical and integrative review. *International Review of Sport and Exercise Psychology*, 7(1), 229–250.  
<https://doi.org/10.1080/1750984X.2014.932423>
- McEwan, D., Harden, SM, Zumbo, BD, Sylvester, BD, Kaulius, M., Ruissen, GR, Dowd, AJ, & Beauchamp, MR (2016). The effectiveness of multi-component goal setting interventions for changing physical activity behavior: a systematic review and meta-analysis. *Health Psychology Review*, 10(1), 67–88.  
<https://doi.org/10.1080/17437199.2015.1104258>
- Monda, SJ, Voelker, DK, Kimball, AC, & Cardone, D. (2016). The Student-Athlete Leadership Academy: Ten years of

- interscholastic sport leadership training. *Journal of Sport Psychology in Action*, 7(2), 98–108. <https://doi.org/10.1080/21520704.2016.1179237>
- Roos, S., & Haanpää, L. (2017). Decision-making opportunities at school moderate the effects of positive youth development on civic behaviors. *Nordic Psychology*, 69(4), 217–230. <https://doi.org/10.1080/19012276.2016.1268540>
- Santoso, T. (2021). Analysis of the Influence of the Covid-19 Pandemic Period on the Physical Fitness of Guntur 1 Public High School Students. *Journal of Elementary and Secondary Education*, 1(2), 83–92.
- Sari, AS, Wibowo, AT, & Gupita, EC (2020). Socialization of Maintaining Physical Fitness during the Covid-19 Pandemic at High School Level Sports Limitations in Kulonprogo Regency. *Journal of Community Service Development*, 1(1), 1–7.
- Saufi, M., & Saberan, R. (2020). Basic Life Skills in Learning in Elementary Schools. *Elementa: Journal of Pgsd Stkip PGRI Banjarmasin Study Program*, 1(3), 190–197. <https://doi.org/10.33654/pgsd>
- Swann, C., Rosenbaum, S., Lawrence, A., Vella, SA, McEwan, D., & Ekkekakis, P. (2021). Updating goal-setting theory in physical activity promotion: a critical conceptual review. *Health Psychology Review*, 15(1), 34–50. <https://doi.org/10.1080/17437199.2019.1706616>
- Syamsudin, S. (2021). Survey of Physical Fitness Levels for Members of the Unmus PJKR Basketball Community After the Implementation of the New Normal Pandemic Covid-19. *Musamus Journal of Physical Education and Sport (MJ PES)*, 4(01), 113–123.
- Weinberg, R., Butt, J., Knight, B., & Perritt, N. (2001). Collegiate Coaches' Perceptions of Their Goal-Setting Practices: A Qualitative Investigation. *Journal of Applied Sport Psychology*, 13(4), 374–398. <https://doi.org/10.1080/104132001753226256>
- Zimmerman, BJ (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166–183. <https://doi.org/10.3102/0002831207312909>