



Profile of Life Skills of Elementary School Students Who Participate in Sports Extracurricular Activities at Public Elementary School 053 Cisitu

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Abstract

This study aims to examine the life skills profiles of elementary school students who participate in extracurricular sports activities, specifically futsal and pencak silat, at Public Elementary School 053 Cisitu, Bandung. Using a quantitative descriptive comparative approach, the study involved 42 students aged 11–12 years selected through total sampling. The Positive Youth Development Sustainability Scale (PYDSS) was used as the instrument, which includes six indicators: character, competence, connection, caring, confidence, and contribution. Data analysis included descriptive statistics, normality and homogeneity tests, and independent sample t-tests. The results showed that most students had high (47.6%) to very high (28.6%) life skill levels. Although the average score of futsal participants (108.80) was slightly higher than that of pencak silat participants (107.27), the difference was not statistically significant ($p = 0.653$). These findings suggest that both team-based and individual sports contribute positively to students' life skill development. The study emphasizes the importance of well-designed extracurricular programs as a medium for character building and psychosocial development in basic education.

How to Cite

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INTRODUCTION

Childhood is a very important early stage in human growth and development. Children not only gain academic knowledge, but also social, emotional and moral skills that are essential for their future lives (Novi et al., 2022). According to UNICEF (2021), emphasizes that quality basic education contributes to the improvement of life skills, including critical thinking, communication, and decision-making. However, global challenges facing basic education in developing countries include limitations in providing holistic learning experiences, especially in dealing with the negative impacts of technology use. According to (Ministry of Health of the Republic of Indonesia, 2018), revealed that high gadget usage has an impact on decreasing physical activity, risk of obesity, and impaired gross motor development. Therefore, there needs to be an educational intervention strategy that balances technological advances with the need for children's physical activity, one of which is through sports coaching.

Sports activities can be a strategic solution to overcome these negative impacts. Sports not only build physical health, but also form important life skills, such as cooperation, discipline, and decision making (Rubiyatno, 2014) And (Angga et al., 2023). Children who are accustomed to exercising from an early age will find it easier to manage emotions, maintain physical fitness, and build social interactions. However, the level of student participation in sports activities at school is still relatively low (Lestyoningsih & Lindawati, 2022). One of the causes is the lack of understanding of the benefits of sports and children's fear of the risk of injury. In fact, sports activities packaged in the form of extracurricular activities can play a big role in instilling life values in a fun way.

Extracurricular sports in elementary schools are an important place to develop students' talents, interests, and characters. These activities are designed to broaden horizons, improve skills, and strengthen positive values through learning experiences outside the classroom (Lengkana & Sofa, 2017) And (Mahfud et al., 2020). In addition to supporting physical achievement, sports extracurricular activities have the potential to shape students' life skills. Life skills include the ability to make decisions, communicate, work in a team, lead, and manage emotions (Yulianto et al., 2025) And (Mossman & Cronin, 2019). Thus, the role of sports in schools is not only limited to the physical aspect, but also to the psychosocial and moral aspects of children.

Life skills themselves are defined as an individual's ability to face various life challenges calmly, creatively and independently (Nur Shaumi, 2015). Life skills education aims to shape students into individuals who are adaptive to social change and able to solve problems effectively (Ghani., 2021). Therefore, formal education must integrate the life skills approach in every form of learning, including through extracurricular sports activities that have the power to develop character and social skills.

Life skills development can be done through an experience-based approach and integration into the curriculum, as emphasized by Kendellen et al., (2017). In the context of sports, life skills learning is ideally structured systematically, starting from focusing on one life skill in each session, introducing concepts at the beginning, implementing relevant teaching strategies, to reflecting at the end of the activity. The skills developed can be personal skills such as problem solving, decision making, and social skills such as empathy, effective communication, and conflict resolution (Hayati, 2020).

In its implementation, extracurricular sports activities also aim to strengthen educational goals as a whole, including the development of students' cognitive, affective and psychomotor aspects (Intan Oktaviani Agustina et al., 2023). Another function of this activity is as a medium for recreation, future career development, and strengthening social values and student character (Inriyani et al., 2020). Therefore, good management of extracurricular activities is very necessary so that its benefits can be achieved optimally. This is also in line with the Regulation of the Minister of Education and Culture Number 62 of 2014 which emphasizes the importance of developing extracurricular activities in basic education.

In its implementation, extracurricular sports in schools include various sports, such as futsal and pencak silat, each of which has its own characteristics and educational value (Hermawan & Rachman, 2018) And (Nurmawati et al., 2021). Futsal emphasizes teamwork and communication, while pencak silat emphasizes self-control, discipline, and cultural values. Both activities have great potential in shaping students' life skills profiles, so it is necessary to study the comparative effectiveness of both in supporting the development of students as a whole.

To measure the extent to which students' life skills develop through extracurricular sports activities, this study used the Positive Youth Development Sustainability Scale (PYDSS)

which has been proven valid and reliable in various countries (Michael Sieng et al., 2018) And Meilinawati (2020). PYDSS measures six key aspects of positive youth development, namely character, competence, connection, caring, confidence, and contribution. This instrument is very relevant in assessing the impact of sports activities on students' holistic development, especially in the context of non-formal learning in elementary schools.

However, until now the application of the PYDSS scale in basic education in Indonesia, especially in extracurricular sports activities, is still very limited. Several previous studies Sriwidaningsih et al. (2022) And Pokhrel (2022), shows that the relationship between life skills development and participation in sports activities has not been comprehensively studied in the context of Indonesian education. Therefore, this study aims to fill this gap by exploring the differences in life skills levels between students who participate in futsal and pencak silat extracurricular activities at Public Elementary School 053 Cisit, as an effort to provide relevant empirical data in designing extracurricular programs based on character development and life skills.

Thus, it is important to examine the effectiveness of extracurricular sports as a means of educating life values in elementary schools. This study is novel because it combines the internationally validated Positive Youth Development Sustainability Scale (PYDSS) approach Sieng et al. (2018), into the context of extracurricular sports at the Indonesian elementary school level, which was previously very rare. In addition, this study compares two types of sports activities with different characteristics—futsal as a team sport and pencak silat as an individual sport—to see their respective contributions to the development of students' life skills.

Most previous studies have focused more on the adolescent level or used the concept of life skills in general, without integrating the PYD framework specifically. Therefore, this study is expected to provide theoretical and practical contributions in the development of a character-based extracurricular sports coaching model and life skills at the elementary school level, as well as enriching the literature on the relationship between physical education and psychosocial development of children from an early age.

METHOD

This study uses a quantitative approach with a comparative descriptive method to deter-

mine the differences in life skills between students who participate in futsal and pencak silat extracurricular activities at Public Elementary School 053 Cisit. The subjects of the study were all students aged 11–12 years who actively participated in one of the two activities, with a total of 42 students. The sampling technique used was total sampling because the entire population was used as a sample.

The instrument used was the Positive Youth Development Sustainability Scale (PYDSS) from Sieng et al., (2018), consisting of 29 statement items with six main indicators: character, competence, connection, caring, confidence, and contribution. The questionnaire uses a Likert scale of 1–5. The instrument has been tested for validity with the results of all items declared valid ($r\text{-count} > 0.361$) and very high reliability (Cronbach's Alpha = 0.939).

Data were collected through questionnaires and analyzed descriptively and inferentially. Normality test was conducted using Shapiro-Wilk, while homogeneity test was conducted using Levene. Hypothesis test using independent sample t-test with a significance level of 0.05 to determine the difference in average life skills between two extracurricular groups, the test used SPSS 21 software (Fadluloh et al., 2024).

RESULTS AND DISCUSSION

Respondent Characteristics Based on Age

The distribution order of the diversity of respondents with the largest number of respondents was aged 12 years, as many as 27 respondents (64.3%), and the rest were aged 11 years, as many as 15 respondents (35.7%).

Respondent Characteristics Based on Extracurricular Activities

The distribution order of the extracurricular respondents that were most followed by students was Pencak Silat with 22 people (52.4%), and the remaining 20 people (47.6%) followed the Futsal extracurricular.

It can be explained that with the number of students (N) of 42 students who were the sample to measure students' life skills, using the Positive Youth Development Sustainability Scale (PYDSS), a minimum score of 85 was obtained, a maximum score of 130, with an average score of 108, and a standard deviation of 10.81.

Overall Student Score Percentage Results

The results of the overall student score percentage show that the majority of students' life skills who participate in PYDSS-based sports extracurricular activities are in the High category, as many as 20 students (47.6%), as many as 12 stu-

dents are in the Very High category (28.6%), as many as 9 students are in the Sufficient category (21.4%), and 1 student is still in the low category (2.4%).

Results of Percentage of Extracurricular Student Scores

Shows that the majority of life skills of students who participate in PYDSS-based futsal extracurricular activities are in the High category, as many as 9 students (45%), as many as 7 students are in the Very High category (35%), as many as 3 students are in the Sufficient category (15%), and 1 student is still in the low category (5%).

Based on the extracurricular activities of pencak silat, it shows that the majority of students' life skills based on PYDSS are in the High category, as many as 11 students (50%), as many as 5 students are in the Very High category (22.7%), and 6 students are still in the Sufficient category (27.3%).

It can be explained that the results of the normality test using the Shapiro-Wilk test show that data from 42 students who participated in extracurricular activities have a significance value of 0.569 for the Futsal group and 0.943 for the Pencak Silat group. Because both significance values are greater than 0.05, it can be concluded that the data in both groups are normally distributed.

Based on the Sig. Based on Mean value is $0.229 > 0.05$, so it can be concluded that the comparative data on the level of life skills of extracurricular futsal and pencak silat students at Public Elementary School 053 Cisituh has a homogeneous variance.

Based on the Sig. value is $0.653 > 0.05$, so it can be concluded that there is no significant difference in the average of the accounting results because the Sig. value (2-tailed) > 0.05 .

For more details regarding the average level of difference in life skills between students who take futsal extracurricular activities and students who take pencak silat extracurricular activities at Public Elementary School 053 Cisituh, this can be seen in the following statistical table:

The average difference in the level of life skills of students at Public Elementary School 053 Cisituh who participate in the futsal extracurricular activity has an average value of the level of life skills of 108.80 and the average level of life skills of students who participate in the pencak silat extracurricular activity is 107.27, both of which are almost the same, only a difference of 1.53, thus it can be concluded that there is a difference but it is not significant.

This study is a comparative descriptive study with a quantitative approach. This study aims to see the association or relationship between certain factors (such as exposure and outcome) without any intervention, by measuring the conditions or characteristics of the population simultaneously at the time of data collection. This study explains or provides an overview of the data collected through a questionnaire intended to determine the comparison of the life skills of students who participate in two types of sports extracurricular activities, namely futsal and pencak silat. Life skills are essential abilities needed by every individual to be able to function effectively in everyday life, both personally, socially, and academically. Life skills are important to develop from an early age, because they are the foundation in forming a responsible, independent, and adaptable person to various situations (Lerner et al., 2005).

Based on the results of descriptive data processing, the majority of students who participated in extracurricular sports activities had high to very high levels of life skills. Of the total 42 students, 20 students (47.6%) were in the high category, and 12 students (28.6%) were in the very high category. This shows that involvement in extracurricular sports activities has a positive correlation with the development of students' life skills. This finding supports the statement Mahoney et al., (2005), that children's involvement in positive activities outside the classroom, such as sports, can reduce deviant behavior and improve social and psychological development.

Further analysis was conducted to determine whether there was a significant difference between the two different extracurricular groups. The results of the independent sample t-test showed a significance value of 0.653 ($p > 0.05$), which means that there is no significant difference between students who take part in futsal extracurricular activities and students who take part in pencak silat in terms of life skills levels. Thus, it can be concluded that both types of sports activities provide similar positive contributions to the development of students' life skills.

These results strengthen the argument Holt et al. (2015), which states that it is not the type of sport that determines the level of success in developing life skills, but rather how the activity is designed, implemented, and accompanied. As long as the activity takes place in a structured manner, accompanied by the development of positive values, and active participation from students, the results will remain significant for their personal development.

In this context, sports activities can be an effective medium for developing various aspects of life skills, such as competence, confidence, social relationships, caring, character, and social contribution, which are indicators in the Positive Youth Development Sustainability Scale (PYDSS) (Lerner et al., 2005). Futsal as a team sport, emphasizes cooperation, effective communication, and decision making under pressure. Students are encouraged to understand each other's roles, respect differences, and resolve conflicts in a sporting manner (Weiss, 2001). On the other hand, pencak silat, which is an individual sport with traditional Indonesian values, places more emphasis on discipline, self-control, and self-reflection, which play a role in forming a strong character (Gould & Carson, 2008).

Although there are differences in characteristics between futsal and pencak silat, both have the same potential in developing life skills. This is in accordance with the results of the study Fraser-Thomas et al. (2005), which shows that various types of sports activities, both team and individual, contribute to the psychosocial development of adolescents if carried out in a positive and supportive environment.

Furthermore, the approach used in extracurricular activities also greatly influences the development results (Hellison, 2011), through the Teaching Personal and Social Responsibility (TPSR) model, emphasizes that sports that are directed at instilling the values of personal and social responsibility can shape students into individuals who care, are responsible, and empathetic towards others. This approach emphasizes the importance of the process of reflection, dialogue, and student empowerment in every sports session. In the context of elementary schools, the application of these values is very important because it is part of character formation from an early age.

Not only that, the importance of the quality of coaches or trainers in extracurricular sports activities is also a key factor in shaping students' life skills. Research from Jones et al. (2011) stated that the role of coaches who are oriented towards education, not just towards achievement, can create meaningful learning experiences and shape positive attitudes in students. Therefore, the success of extracurricular programs in shaping life skills depends not only on the type of sport, but also on the pedagogical approach and the relationship between students and coaches.

Methodologically, this study has met the prerequisites for statistical analysis, where the results of the normality and homogeneity tests indicate that the data are normally distributed and

homogeneous. This indicates that comparisons between groups can be done validly. By using PYDSS as an instrument, this study can measure the dimensions of life skills comprehensively, not only limited to cognitive aspects, but also touching on students' affective and social aspects.

Involvement in extracurricular sports activities also strengthens the learning of Pancasila values and national character, such as mutual cooperation, discipline, hard work, and sportsmanship. In the context of basic education in Indonesia, this is very relevant to the direction of the Merdeka Curriculum policy which emphasizes strengthening the character and profile of Pancasila students.

Considering all these findings, it can be concluded that both futsal and pencak silat are non-formal educational facilities that have a strategic role in shaping the life skills of elementary school students. Although no significant differences were found between the two, these two activities remain relevant to be developed sustainably in school programs because they have been proven to support aspects of students' social and emotional development.

Overall, these results indicate that extracurricular sports are an effective alternative educational vehicle in shaping students' life skills. As stated by Bailey et al. (2009), sports not only play a role in improving physical fitness, but also make a major contribution to the social and emotional formation of children. Therefore, although this study did not find any significant differences between futsal and pencak silat, both remain relevant to continue to be developed as a medium for learning contextual, fun, and meaningful life values.

CONCLUSION

The results of the study showed that there were differences in the level of life skills between students who participated in futsal and pencak silat extracurricular activities at Public Elementary School 053 Cisit. The average life skills score of futsal students was 108.80, while pencak silat was 107.27. The average difference of 1.53 was not statistically significant, but still showed a difference descriptively. Futsal activities that are team-based tend to encourage social interaction, cooperation, and communication between members, so they are likely to have a greater influence on the development of life skills compared to pencak silat which is individual.

Based on these findings, schools are advised to provide more extracurricular options, es-

pecially in sports, so that students can choose activities according to their interests. Teachers and mentors are also expected to actively motivate students to be optimally involved in activities that support character development and life skills. For further researchers, it is recommended to involve more types of extracurricular activities, including non-sports, and expand the number and characteristics of the sample. The addition of variables such as frequency of participation and environmental support can also enrich the analysis and strengthen the generalization of the research results.

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