



## Is There a Difference in The Life Skills of Students Who Participate in Sport and Non- Sports Extracurricular Activities ?

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### Abstract

Life skills are important abilities that help adolescents face various challenges in daily life, including social, emotional, and academic issues. This study aims to determine the differences in life skills levels between students participating in sports and non-sports extracurricular activities at Junior High School 26 Bandung. The study used a quantitative descriptive approach involving 7th and 8th grade students as a sample. Data collection was carried out using the Life Skills Scale for Sport (LSSS) instrument, which assesses eight aspects of life skills, such as teamwork, goal setting, time management, communication, leadership, and decision-making. The results of the analysis using an independent sample t-test showed that students participating in sports extracurricular activities had higher scores on aspects of teamwork, time management, interpersonal communication, social skills, and overall life skills. Several other aspects did not show significant differences, but in general, sports activities made a greater positive contribution to the development of student's life skills. These findings confirm that involvement in sports activities not only improves fitness but also supports the formation of character and important skills needed by adolescent in everyday life.

### How to Cite

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## INTRODUCTION

Life skills are essential abilities for individuals to overcome various challenges in everyday life. They involve practical skills in how individuals recognize problems, analyze them, and determine effective solutions (Ifnaldi, 2021). The goal of life skills is to provide various abilities to face life's challenges (Juhji & Rachman, 2015). In a positive environment, each student is involved in various activities at school, such as being active in organizations, joining community discussions, and participating in extracurricular activities outside school hours. These activities provide many benefits for students, such as increasing engagement, encouraging positive thinking, and protecting them from negative influences. However, many students, especially teenagers, often face various social problems related to deviant behavior. Personal conditions and methods of self-development are important factors that must be considered in order to achieve good outcomes when teenagers face their challenges (Belitskii, 2022).

Juvenile delinquency is a significant social problem facing young people in Indonesia. These deviant behaviors can be categorized into disruptive and serious behaviors, with primary causes including lack of parental attention, a lack of varied learning, and the impact of a negative environment (Widodo, 2017). Several factors contribute to the rise in juvenile delinquency, including difficult economic conditions, negative influences, and low school achievement (Boabeng, 2022). Juvenile delinquency is triggered not only by internal factors such as identity crises and lack of self-control, but also by external factors such as an unsupportive family environment, a lack of understanding of religious values, and negative peer influence (Muryati, 2023). One of the main causes of the high rate of juvenile delinquency, often overlooked, is a lack of life skills. Many adolescents can follow school lessons, but they lack the fundamental skills to face real-life situations, such as dealing with complications, resisting negative peer pressure, or recognizing the risks of spontaneous actions.

Juvenile delinquency is a significant problem in Indonesia, affecting approximately 25% of the population (Zein & Siregar, 2024). Juvenile delinquency is a common issue that violates social norms and can cause anxiety among parents (Zakiyyah, 2019). If not addressed promptly, it can have negative and damaging impacts on youth (Hidayat, 2022). The problem of juvenile delinquency is a serious

issue that impacts moral development and academic achievement. Internal factors include an individual's knowledge of themselves, ability to manage feelings, experiences facing identity crises, and lack of self-control. On the other hand, external factors involve the family situation and the impact of environmental conditions (Mahesha, 2024). In this regard, adolescents with unstable conditions are more likely to experience low self-control, self-awareness, and the like, which can indirectly lead to adolescents doing things that are inconsistent with religious norms, customs, and rules that apply in society. This behavior can have various negative consequences for individuals, families, and the surrounding environment (Muryati, 2023). Juvenile delinquency is a phenomenon influenced by psychological, social, and environmental factors (Bobyanti, 2023). Addressing this problem requires effective collaboration between families, formal education, and the community (Rinaldi, 2023). Addressing deviant behavior among adolescents requires a comprehensive approach involving parents, schools, and the community (Zein & Siregar, 2024). Educational institutions play a crucial role in providing various types of alternative education, mentoring programs, and activities that can guide adolescents toward a more positive lifestyle.

Good students are not only defined by their academic achievements, but also by their life skills, their ability to interact with different people, and their strong moral character. Sound social principles are grounded in ethical values, understanding, fairness, and mutual respect (Krechdlm Cendra & Gazali, 2019). Strengthening these abilities makes sports a valuable alternative for developing life skills, while also involving families, schools, and the wider community in guiding young people toward a better future. As the role of sports becomes increasingly important, this activity can also help reduce delinquent behavior among adolescents (Bobyanti, 2023). Participation in extracurricular activities is crucial for understanding the positive impact on students' life skills development. This is in the context of improving individual quality. Research shows that students involved in extracurricular activities that include integrated life skills programs experience significant life skill development compared to students who are not involved in sports programs (Rohmanasari 2019). These benefits extend beyond the physical aspect, providing students with the opportunity to apply the life skills they have learned in their daily lives and effectively address life's challenges (Rohmanasari 2019). This study

aims to examine how students at State Junior High School 26 Bandung develop their life skills through participation in both sports and non-sports extracurricular activities. In addition to comparing these two groups, the study also links the findings to the broader issue of adolescent deviant behavior.

## METHOD

This research applies quantitative methods as the primary basis for its preparation and implementation. Quantitative methods are approaches that rely on statistical analysis to test hypotheses in specific populations or samples (Erwinsyah, 2014). This design falls into the descriptive approach group, where the quantitative category was chosen because it can produce measurable data that can be analyzed statistically, thus providing an objective view of the phenomenon being studied. In quantitative research, the components of the population, sample, and data analysis play a crucial role (Candra Susanto, 2024). This study aims to examine the life skills of students participating in sports and non-sports extracurricular activities.

This study collected samples from the student population of Junior High School 26 Bandung, a junior high school located in Bandung City, West Java. Sampling in accordance with and in line with the research objectives is very important to increase the accuracy of the research results (Subhaktiyasa, 2024). The research sample consisted of students registered and actively participating in learning at Junior High School 26 Bandung, including grades 7 and 8 with a total of 210 students. In an effort to obtain a complete picture, this study included students from socio emotional backgrounds, regional demographics and participants in extracurricular activities. By collecting samples from the student population of Junior High School 26 Bandung, this study is expected to obtain relevant and reliable data on the life skills of high school students in the area. The results obtained from this sample provide valuable information about the conditions and needs of adolescent life skills development, especially in the Junior High School 26 Bandung environment.

The instrument used in this study is the Life Skills Scale for Sport (LSSS), developed (Cronin & Allen, 2017). This instrument is designed to assess eight life skills: teamwork, social skills, goal setting, leadership, problem-solving, decision-making, interpersonal communication, emotional skills, and time management, as

by participants during sports interventions. The LSSS questionnaire was created for adolescent athletes aged 11 to 21 years and consists of 47 items using a five-point Likert scale. The response options range from 1 (strongly disagree) to 5 (strongly agree).

The validity and reliability study of the Life Skills Scale for Sport (LSSS) conducted by DÜZ, (2018) showed that the instrument had a validity score of 0.92 and a reliability value of  $r = 0.83$ . These results indicate that the instrument meets the criteria of a valid and reliable measurement tool. A similar test was carried out by Gumilar,(2024) on a sample of adolescent softball players. All items in the instrument were found to be valid, with a reliability value of  $r = 0.95$ . This means that the Life Skills Scale for Sport (LSSS) can be used to measure life skills among adolescent softball athletes in Indonesia.

## RESULTS AND DISCUSSION

After collecting the research data, the next step was analysis. The analysis used an independent sample t-test to answer the research question: whether there is a significant difference in the life skills of students involved in sports and non-sports extracurricular activities. The following is an explanation of the research results, presented in **Table 1**.

**Table 1** presents descriptive data on various aspects of students' life skills based on their participation in sports (OR) and non-sports (non-OR) extracurricular activities. The number of respondents in the OR group ranges from 103 to 119 students, while the non-OR group ranges from 80 to 91 students. Thus, the OR group has slightly more participants.

The OR group generally shows higher mean scores across almost all aspects of life skills:

- Teamwork: OR (25.2) > non-OR (23.3)
- Goal setting: OR (23.9) < non-OR (24.6)
- Time management: OR (14.4) > non-OR (13.4)
- Emotional skills: OR (28.0) > non-OR (26.6)
- Interpersonal communication: OR (15.3) > non-OR (14.1)
- Social skills: OR (18.3) > non-OR (17.0)
- Leadership: OR (27.8) > non-OR (26.6)
- Problem solving & decision making: OR (14.1) > non-OR (13.2)
- Total life skills: OR (143) > non-OR (134)

The only aspect in which the non-OR group scores slightly higher is goal setting. The

**Table 1.** Description of Life Skills Research Data based on Extracurricular and Non-Extracurricular Activities

|                    | Extrakurikuler  | Team-work | Goal setting | Time Management | Emotional skills | Interpersonal communication | Social skills | Leadership | Problem solving decision making | Total life skills |
|--------------------|-----------------|-----------|--------------|-----------------|------------------|-----------------------------|---------------|------------|---------------------------------|-------------------|
| N                  | extracurricular | 119       | 103          | 119             | 119              | 119                         | 119           | 119        | 119                             | 119               |
|                    | non-sports      | 91        | 80           | 91              | 91               | 91                          | 91            | 91         | 91                              | 91                |
| Mean               | extracurricular | 25.2      | 23.9         | 14.4            | 28.0             | 15.3                        | 18.3          | 27.8       | 14.1                            | 143               |
|                    | non-sports      | 23.3      | 24.6         | 13.4            | 26.6             | 14.1                        | 17.0          | 26.6       | 13.2                            | 134               |
| Median             | extracurricular | 25        | 24           | 14              | 28               | 15                          | 18            | 27         | 14                              | 143               |
|                    | non-sports      | 23        | 24.0         | 13              | 25               | 14                          | 17            | 26         | 12                              | 130               |
| Standard Deviation | extracurricular | 4.23      | 4.49         | 2.83            | 5.11             | 2.48                        | 3.44          | 5.26       | 3.23                            | 22.2              |
|                    | non-sports      | 4.15      | 4.51         | 2.45            | 5.04             | 2.19                        | 3.67          | 5.37       | 2.98                            | 20.0              |
| Min                | extracurricular | 13        | 10           | 7               | 18               | 9                           | 10            | 15         | 6                               | 85                |
|                    | non-sports      | 12        | 14           | 7               | 16               | 10                          | 8             | 16         | 4                               | 90                |
| Maxi               | extracurricular | 35        | 33           | 20              | 40               | 20                          | 25            | 40         | 20                              | 200               |
|                    | non-sports      | 32        | 35           | 20              | 40               | 20                          | 25            | 40         | 20                              | 199               |

median values for both groups align with the mean scores. For total life skills, the OR group has a median of 143, higher than the non-OR group, which has a median of 130. The standard deviation ranged from 2.2 to 5.3, which shows a moderate level of variation in score distribution meaning student abilities were not too uniform but also not extremely spread out. The second group showed almost the same level of variation, indicating that both groups had a similar range of differences among individual students. The minimum and maximum scores were also largely identical, suggesting that students from both groups had comparable opportunities to reach high performance. However, the minimum scores of the sports group were slightly higher, indicating a stronger baseline ability compared to non-sports participants.

From the descriptive findings, students who take part in sports extracurricular activities generally demonstrate higher life-skills levels than those who join non-sports activities. The most noticeable differences appeared in teamwork, emotional skills, and overall life-skills scores. This reinforces the idea that involvement in physical activities especially sports that require collaboration can help students build important soft skills and feel more prepared in facing daily challenges. It suggests that sports provide a real environment where students practice communication, manage their emotions, work with others, and grow their readiness for responsibilities beyond the classroom.

**Table 2.** Shows the results of the normality test using the Shapiro-Wilk method for all aspects of life skills measured. The results indicate that all variables have a normal data distribution, with

W values close to 1, and all are categorized as "Normal." This normal data distribution is important to ensure that the data meets the requirements for the next parametric test, namely the t-test. Thus, the statistical analysis used can provide valid and accountable results.

**Table 2.** Data Normality Test (Shapiro-Wilk)

| Aspect                              | W     | information |
|-------------------------------------|-------|-------------|
| Teamwork                            | 0.984 | Normal      |
| Goal setting                        | 0.989 | Normal      |
| Time Management                     | 0.977 | Normal      |
| Emotional Skills                    | 0.981 | Normal      |
| Interpersonal Communication         | 0.983 | Normal      |
| Social Skills                       | 0.990 | Normal      |
| Leadership                          | 0.976 | Normal      |
| Problem Solving And Decision Making | 0.966 | Normal      |
| Life Skills                         | 0.990 | Normal      |

In **Table 3**, df indicates the degrees of freedom used in calculating the t-test, while the p-value indicates the level of significance. If  $p < 0.05$ , it indicates a significant difference between the two groups, but if  $p > 0.05$ , the difference is not considered significant.

**Table 3.** Independent Sample T Test Analysis

| Aspect           | Statistic | df  | P     | Information     |
|------------------|-----------|-----|-------|-----------------|
| TeamWork         | 3.19      | 208 | 0.002 | Significant     |
| Goal Setting     | -1.14     | 181 | 0.255 | Not Significant |
| Time Management  | 2.73      | 208 | 0.007 | Significant     |
| Emotional Skills | 1.95      | 208 | 0.053 | Not Significant |

|                                     |      |     |       |                 |
|-------------------------------------|------|-----|-------|-----------------|
| Interpersonal communication         | 3.44 | 208 | <.001 | Significant     |
| Sosial Skills                       | 2.71 | 208 | 0.007 | Significant     |
| Leadership                          | 1.61 | 208 | 0.108 | Not Significant |
| Problem Solving and Decision Making | 1.90 | 208 | 0.059 | Not Significant |
| Life Skills                         | 3.14 | 208 | 0.002 | Significant     |

**Table 3** presents the results of the independent t-test analysis used to determine whether there are significant differences between students who participate and those who do not participate in extracurricular activities on each aspect of life skills. The results of the analysis indicate that there are statistically significant differences in several aspects of life skills. Several aspects that show significant differences (with a p-value < 0.05) include: Teamwork (p = 0.002), Time management (p = 0.007), Interpersonal communication (p < 0.001), Social skills (p = 0.007), and Total life skills (p = 0.002). These aspects indicate that students who participate in sports extracurricular activities have better abilities in terms of cooperation, time management, communication, and socialization, and generally have better overall life skills than students who participate in non-sports extracurricular activities. Several other aspects such as leadership, emotional skills, and problem solving show that there are no significant differences because they reach the level of statistical significance (p > 0.05). However, overall, these results indicate that involvement in extracurricular activities contributes positively to the development of students' life skills.

Based on the research findings, overall, the results show that involvement in extracurricular activities has a positive impact on the development of students' life skills. Across the eight dimensions measured, students who take part in sports-related extracurricular activities tend to show stronger abilities in cooperation, time management, communication, and social interaction. In general, they also demonstrate higher overall life skill levels compared to students who participate in non-sports extracurricular activities.

The evidence base is substantial, with numerous systematic reviews and meta-analyses providing concrete support. Bruner et al. (2021) conducted the most comprehensive analysis, reviewing 35 studies with 74 effect sizes and finding small to moderate effects, particularly for

life skill outcomes from exercise-based interventions. A separate meta-analysis by Singla et al. (2020) of 50 randomized controlled trials found a moderate effect size (SMD = 0.755) for life skill improvements. A systematic review by Charlotte Williams identified 15 quality exercise-based life skill programs showing positive outcomes, as well as 14 other studies showing improvements in self-efficacy, resilience, and intrinsic motivation. (Patel et al., 2024; Williams et al., 2022). Evidence consistently shows that structured extracurricular activities, when appropriately designed, effectively develop transferable life skills in adolescents.

Life skills are crucial for the development and well-being of adolescents in Indonesia. Research has provided strong evidence of this relationship across a variety of contexts and sample sizes, demonstrating highly significant effects in secondary school students, with associations between specific activities and skill growth among ninth-grade students in various regions of Russia (Ivaniushina & Zapletina, 2015; Nuri et al., 2016). E. Nugraha et al., 2022 demonstrated significant differences in a controlled study of 45 elementary school students, and Prima Ayu Sukarsana Wijayanti et al., 2023 found students in sports extracurricular activities acquired the highest life skills compared to non-sports and no-activity groups (Gumilar, 2024). These studies consistently identified improvements in teamwork, leadership, time management, and communication skills (Gumilar, 2024; Patle, 2024).

Overall, research has identified that regular involvement in sports activities can contribute to the development of a variety of important skills, including decision-making, teamwork, goal setting, and leadership (Khan et al., 2018). Participants in team sports have demonstrated higher levels of life skill development compared to those participating in individual sports (Acak et al., 2023). Sports activities can fundamentally foster the development of a variety of important skills, including teamwork, leadership, communication, time management, emotional control, goal setting, and social interaction (DÜZ & ASLAN, 2020). Research shows significant improvements in teamwork and goal setting (Lunardelli et al., 2020). his evidence is most evident in students aged 10–18, where research indicates that involvement in team sports and consistent participation lead to the greatest skill gains (Acak et al., 2023).

Research shows that there are eight main aspects of life skills related to involvement in sports, including teamwork, goal setting, time management, emotional control, communicati-

on, social skills, leadership, and problem-solving and decision-making (Suardika et al., 2024). Sports can be an effective medium for developing life skills. Through taekwondo, significant improvements were found in five key skills: goal setting, social skills, leadership, problem-solving and decision-making, and teamwork (Rasydiq et al., 2023). Other findings also confirm that sports activities consistently play a role in shaping skills such as team collaboration, leadership, goal setting, time management, and emotional control (Bean & Kramers, 2022). Furthermore, research conducted on various population groups, including college students, at-risk adolescents, and adolescents in general, has shown that physical activity makes a positive contribution to the development of life skills (Hermens et al., 2017).

Overall, these various studies clearly demonstrate that sports activities contribute significantly to improving life skills. Through sports activities, both team and individual sports, as well as structured training programs, participants have been shown to experience improvements in cooperation, leadership, communication skills, goal setting, emotional control, and problem-solving. The consistency of these research results across various age groups and backgrounds reinforces the fact that sports are not only beneficial for physical health but also serve as an important platform for developing life skills needed in everyday life. Findings produced by researchers in analyzing the life skills of students participating in sports and non-sports extracurricular activities prove that there is an increase in the life skills of students participating in sports extracurricular activities compared to students participating in non-sports extracurricular activities.

## CONCLUSION

Based on the results of the study on differences in life-skills levels between students who take part in sports extracurricular activities and those who join non-sports extracurricular activities at Junior High School 26 Bandung, it was found that active involvement in sports consistently gives a greater positive impact on life-skills development. The descriptive analysis and the independent sample t-test results showed that students participating in sports extracurriculars scored higher overall, particularly in teamwork, time management, interpersonal communication, and social interaction skills. These findings confirm that sports activities do more than improve physical fitness they also support the growth of soft skills that students rely on in their everyday lives. This study adds meaningful insight to the fields

of education and sports by presenting clear evidence that sports can be an effective way to strengthen life skills in early adolescence.

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