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Integration of Life Skills (Intrapersonal Skills and Interpersonal Skills) Through Physical Education, Sports, and Health

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Abstract

This research was conducted based on the background of the problem at State Junior High School 3 Bantarsari, which is evidenced by the results of the questionnaire recapitulation. The percentage of student behavioral deviations at State Junior High School 3 Bantarsari falls into the high category, partly due to the influence of deviations at 34.7% and factors contributing to student behavioral deviations amounting to 88%, which are categorized as dominant. The researcher observed that students tend to have inconsistent Intrapersonal Skills and Interpersonal Skills, which affects physical education learning. Dominance occurs in the factors causing deviations in student behavior, namely individual and group factors. The purpose of this research is to analyze the influence of the integration between intrapersonal skills and interpersonal skills on physical education learning. This research is a quantitative study. The approach used is descriptive, correlational, and experimental, consisting of experimental group I: integration of intrapersonal skills; experimental group II: integration of intrapersonal skills and control group. The research data source is the eighth-grade students of State Junior High School 3 Bantarsari for the 2023/2024 academic year. Data collection techniques through observation, interviews, and questionnaires. Data analysis used paired and independent simple t-tests. This research produced significant data on the influence of Intrapersonal skills and Interpersonal skills on physical education learning. The study also found the development of an integration program through physical education learning, namely 1) Intrapersonal Skills (Goal Setting, Time Management, Leadership, Emotional Skills) and 2) Interpersonal Skills (Teamwork, Interpersonal Communication, Social Skills, and Problem Solving & Decision Making).(L. D. Cronin & Allen, 2017). The conclusion is that the application of the experimental group integrating intrapersonal skills and interpersonal skills through the paired sample t-test shows a difference in the average learning outcomes of students for the pre-post test experimental class with intrapersonal skills and interpersonal skills compared to the post-test control class. (non integrasi). In the independent sample t-test, the significance value was found to be < 0.005, concluding that Ho is rejected and Ha is accepted. Therefore, it can be concluded that there is a difference in the effect between PJOK learning integrated with interpersonal skills and intrapersonal skills and non-integration.

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INTRODUCTION

Education is a conscious and planned effort to create a learning atmosphere and learning process, so that students actively develop their potential to possess religious spiritual strength, self-control, personality, intelligence, noble character, and skills necessary for themselves, society, nation, and state. Physical education not only positively impacts children's physical growth but also their mental, intellectual, emotional, and social development. Teaching physical education also faces challenges, including several phenomena of juvenile delinquency in negative behaviors that have become a concern in the world of education and society, as they can have serious consequences for the adolescents themselves and their surrounding environment. The researcher conducted observations in the form of interviews with senior teachers, social attitude questionnaires, and direct observations during the 2022/2023 academic year as a preliminary study at SMP Negeri 3 Bantarsari, Cilacap Regency. consisting of 40 male students and 36 female students. Based on the results of the questionnaire recap, the percentage of student behavioral deviations at SMP Negeri 3 Bantarsari falls into the high category. This is partly due to the dominant influence and factors affecting student behavioral deviations. The dominance occurs in the factors causing student behavioral deviations, namely individual and group factors. Researchers observe that students tend to have inconsistent Intrapersonal Skills and Interpersonal Skills, specifically in terms of lacking self-awareness and self-control over their attitudes. Based on the observations mentioned above, adolescence is a critical phase where individuals are always eager to try new things. This indicates a transition from childhood to adulthood, marked by physical, cognitive, emotional, and social changes (Shim, 2019). Given this, adolescents are at a stage vulnerable to negative behaviors, so it is important to engage them in positive activities. Considering the concerns about negative adolescent development, researchers emphasize that encouraging positive development is very important. Physical education has the potential to play an important role in facilitating positive adolescent development. Physical education activities are prioritized to provide a foundation for adolescents to learn about themselves and acquire skills that will prove beneficial in the future. (Partington et al., 2014). Recent research shows that physical education learning activities integrated with life skills (intrapersonal skills and interpersonal skills) have a greater impact in promoting positive adolescent development compared to unintentional activities. (Bean & Forneris, 2016). In the study by (Kendellen & Camiré, 2020), it is explained that there are four principles in integrating life skills teaching (intrapersonal skills and interpersonal skills) into physical education learning: a) focus on one life skill per lesson, b) introduce life skills at the beginning of the lesson, c) apply strategies to teach life skills comprehensively throughout the lesson, and d) inquire about life skills at the end of the lesson. In line with (Danish et al., 2005), viewing life skills as behavioral, cognitive, interpersonal, and intrapersonal competencies that can be learned, developed, and perfected using the life skills scale for sport (LSSS), which is a scale to identify life skills through sports activities, including physical education learning. Researchers can identify eight life skills intended to be developed in the integration program through learning. physical education, namely 1) Intrapersonal Skills (Goal Setting, Time Management, Leadership, Emotional Skills) and 2) Interpersonal Skills (Teamwork, Interpersonal Communication, Social Skills, and Problem Solving & Decision Making) (Cronin & Allen, 2017). The Life Skills Scale For Sport (LSSS) instrument, is an instrument that has been successfully developed by (Cronin & Allen, 2017). Life skills that are already ingrained in individuals can enhance psychosocial development, which can be achieved through life skills integration programs in physical education (Gould & Carson, 2008); (Kendellen & Camiré, 2020); (Pierce et al., 2018); (Kendellen & Camiré, 2020). The development

and transfer of life skills in physical education can be facilitated through physical activity and sports media using implicit and/or explicit approaches. (Kendellen & Camiré, 2020). Physical education, sports, and health learning in schools explicitly (deliberate programs) can identify the roles, differences, and influences in efforts to enhance Intrapersonal Skills and Interpersonal Skills. Based on the above background, the author intends to conduct research titled "Integration of Life Skills (Intrapersonal Skills and Interpersonal Skills) Through Physical Education, Sports, and Health Learning."

METHODS

In a research study, a method is needed to ensure that the research runs smoothly. As stated by (Sugiyono, 2017), "Research methods are essentially scientific ways to obtain data with specific purposes and uses." Methods are a means undertaken to achieve goals, while the purpose of research is to reveal, describe, and conclude the results of problem-solving through certain methods in accordance with research procedures.

Based on the statements above, the method used by the author to test the hypothesis in this study is the experimental method. Research using the experimental method is the best way to observe a cause-and-effect relationship between variables. This research is used to observe the impact of a treatment or intervention, examining the results and differences in data before and after the treatment is administered.

The research design used in this study is the Pretest-Posttest Control Group Design With More Than One Experimental Group. In this study, the researcher applied 2 (two) treatments to 2 (two) experimental groups and activities to 1 (one) control group. An overview of the design can be seen in Table 3.1 as follows:

Tabel 3. 1 *Pretest-Posttest Control Group Design With More Than One Experimental Group*

	Pretest	***Treatment***	***Posttest***
Control Grup	O_1	X^c	O_2
Expeimental Group 1	O_1	X_{t1}	O_2
Expeimental Group 2	O_1	X_{t2}	O_2

In this study, the experimental group 1 received physical education learning treatment integrated with intrapersonal skills, while experimental group 2 received physical education learning treatment integrated with interpersonal skills, and the control group was given different activities from the experimental groups, namely a non-integrated physical education learning activity program.

Based on the statement, the population accessible to the researcher is the 8th-grade students of SMP Negeri 3 Bantarsari, Cilacap Regency, while the sample for this study consists of 35 individuals, divided into three sample groups: the experimental group I (Integrated Intrapersonal Skills), the experimental group II (Integrated Interpersonal Skills), and the control group. (nonintegrasi). Then the instrument contains eight main components of life skills consisting of 47 closed-ended question items. The range of the scoring scale used is a five-point scale from 1 (not at all) to 5. (very much).

RESULTS AND DISCUSSION

In this study, there were 35 respondents tested with an age range of 12-15 years. The subjects in the conducted research were predominantly 13 years old, totaling 17 respondents or 48.6%, followed by 14 years old with 15 respondents or 42.9%. The age categories of 12 and 15 years had relatively fewer respondents. In the gender variable, the majority of respondents were male, with 54.3% or 21 male students, and 16 female respondents or 45.7%. Validity testing was conducted using SPSS Version 26. The decision was made based on the fact that the calculated value (rhitung) is greater than the table value (rtabel) of 0.347, which indicates that the item or question is valid. The reliability test of the 8 items shows a

Cronbach Alpha value of 0.60 (Sugiyono, 2017). The reliability test value is above 0.60, indicating that the Life Skills Scale For Sport questionnaire is reliable. Normality testing is conducted after obtaining the data description. The purpose of this test is to determine whether the distribution data of each variable shows a normal distribution. According to the normality rule, it is explained that data is normally distributed if the significance level (p) is higher. The pre-test results of the experimental group integrated with interpersonal skills showed a significance value of 0.41 above 0.05, and the post-test results of the experimental group with interpersonal skills showed a significance value of 0.292 above 0.05, indicating that the data are normally distributed. Meanwhile, the control group showed a pre-test significance value of 0.362 above 0.05, and the post-test showed a significance value of 0.020 above 0.05. The results of the initial testing of the experimental group integrated with intrapersonal skills show a pre-test significance value of 0.137 above 0.05, and the subsequent testing results show a post-test significance value of 0.619 above 0.05, indicating that the data are normally distributed. The significance value of the control group pre-test is 0.249 above 0.05, and the post-test significance value is 0.282 above 0.05. After the normality test is completed and the data is normally distributed, the next step is the homogeneity test with the two-variance similarity test. The purpose of this test is to determine whether the data from the sample groups in the study are homogeneous or not. To test the homogeneity of the data, statistical calculations are used from the SPSS output. The significance test is as follows:

Kelompok data	p-value	Sig.	Ket.
Terintegrasi *Interpersonal skills*	.922	0,05	Homogen
Terintegrasi *Intrapersonal skills*	.721	0,05	Homogen

Tabel 4. 7 Uji Homogenitas

From the table above, it turns out that the significant value of the Interpersonal skills experimental group is 0.922 > 0.05, which can be stated that the data is homogeneously distributed. The Intrapersonal skills experimental group has a significance value of 0.721 > 0.05, so the data is also homogeneously distributed. The paired sample t-test is used to determine whether there is a difference in the means of two paired samples. The requirement for the paired sample t-test is that the data is normally distributed. The paired sample t-test in this study is used to answer the research question: What is the difference in the influence of intrapersonal skills on non-integrated through physical education learning? To answer the research question, a paired sample t-test was conducted on the Pretest data of the experimental class with the Post-test data of the experimental class (Intrapersonal skills). Then, the Pre-test data of the control class with the Post-test data of the control class. (non integrasi).

Paired Samples Test *Intrapersonal skills*

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	pree.test_kontrol_intra post.test_kontrol_intra	-.286	.519	.088	-.464	-.108	-3.260	34	.003
2	pree.test_eks_intra.skills post.test_eks_intra.skills	-3.114	2.166	.366	-3.858	-2.370	-8.505	34	.000

Tabel 4. 8 Uji Paired Samples Test Intrapersonal skills

Description of the data tested based on the output table pair 1 shows a Sig. (2-tailed) value of 0.000 < 0.005, thus it can be concluded that there is a difference in the average learning outcomes of students for the Pre-test experimental class with the Post-test experimental class (Intrapersonal skills). 2) Based on the output pair 2, a Sig. (2-tailed) value of 0.003 < 0.005 was obtained, thus it can be concluded that there is a difference in the average learning outcomes of students for the Pre-test control class with the Post-test control class (non-integration). Conclusion: Based on the discussion of output Pair 1, it can be concluded that there is a difference in the effect of Intrapersonal skills on non-integration in PJOK learning for VIII A grade students at SMP Negeri 3 Bantarsari. The paired sample t-test is used to determine whether there is a difference in the means of two paired samples. The requirement for the paired sample t-test is that the data is normally distributed. The paired sample t-test in this study is used to answer the research question. What is the difference in the

influence of interpersonal skills on non-integrated students through physical education learning? To answer the problem formulation, a paired sample t-test was conducted on the Pre-test data of the experimental class with the Post-test data of the experimental class (Intrapersonal skills). Then, the Pre-test data of the control class with the Post-test data of the control class. (non integrasi).

Paired Samples Test *Interpersonal skills*									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	pree.test_kontrol_inter post.test_kontrol_inter	-.200	.406	.069	-.339	-.061	-2.915	34	.004
2	pree.test_eks_inter.skills post.test_eks_inter.skills	-1.971	2.051	.347	-2.676	-1.267	-5.688	34	.000

Tabel 4. 9 Uji Paired Samples Test Interpersonal skills

Description of the tested data based on the output table pair 1 has obtained a Sig. (2-tailed) value of 0.004 < 0.005, so it can be concluded that there is a difference in the average learning outcomes of students for the Pre-test experimental class with the Post-test experimental class (Intrapersonal skills). 2) Based on the output pair 2, a Sig. (2-tailed) value of 0.000 < 0.005 was obtained, so it can be concluded that there is a difference in the average learning outcomes of students for the Pre-test control class with the Post-test control class (non-integration). Conclusion: Based on the discussion of output Pair 1, it can be concluded that there is a difference in the effect of Interpersonal skills on non-integration in PJOK learning for VIII A grade students at SMP Negeri 3 Bantarsari.

Kelompok	N	X	Sd	M.D	Sig.
Terintegrasi *Intrapersonal skills*	35	26,71	3,00	1,112	0,00
Non integrasi	35	25,60	3,18	1,114	0,00

Tabel 4. 10 Uji Independent Sample T-Test

Based on the table above, it can be seen that the sign value is < 0.005 or Ho is rejected and Ha is accepted, so it can be concluded that "There is a difference in the effect between PJOK learning integrated with Intrapersonal skills and non-integration. The improvement value in the group integrated with Intrapersonal skills (26.71) and non-integration (25.60) shows a significant increase. This confirms that the integration of intrapersonal skills in PJOK learning has a significant impact.

Kelompok	N	X	Sd	M.D	Sig.
Terintegrasi *Interpersonal skills*	35	20,57	2,17	1,457	0,14
Non integrasi	35	19,11	2,62	1,457	0,14

Tabel 4. 11 Uji Independent Sample T-Test

Based on the table above, it can be seen that the sign value is < 0.005 or Ho is rejected and Ha is accepted, so it can be concluded that "There is a difference in the effect between PJOK learning integrated with Interpersonal skills and non-integrated. The improvement value in the group integrated with Intrapersonal skills (20.57) and non-integrated (19.11) shows a significant increase. This confirms that the integration of Intrapersonal skills in PJOK learning has a significant impact.

CONCLUSION

Based on the research results and discussion, the conclusions of this study can be formulated as follows:

The findings of this study indicate that there is a difference in the improvement of post-test intrapersonal skills through PJOK learning, meaning that by deliberately integrating intrapersonal skills into physical education learning, it will facilitate students in applying their ability to understand themselves, introspect, and reflect. This study also shows that there is a difference in the improvement of post-test interpersonal skills through PJOK learning, and by deliberately integrating interpersonal skills into physical education learning, it will facilitate students in applying their ability to communicate, interact, and collaborate with others. This research also analyzes the differences between two independent data groups, the Experimental class of intrapersonal skills, which has a significant impact compared to the Control class. The intentional application of life skills can lead to significant changes in the components of goal setting, time management, leadership, and emotional skills. This research also analyzes the differences between two independent data groups, the Experimental class of interpersonal

skills, which has a significant impact compared to the Control class. The intentional application of life skills can lead to significant changes in the components of teamwork, interpersonal communication, social skills, and problem-solving.

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