



Developing Young Leaders: Integrated Leadership in Volleyball Practice for Positive Youth Development

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Abstract

The purpose of the research is to determine the development of leadership abilities through a volleyball practice program that is integrated with leadership for positive youth development. The method used is Quasi Experiment Design with The Matching-Only Pre-test-Post-test Control Group Design. The research population consists of school volleyball clubs in Garut Regency which are divided into three groups: 1) a group that takes part in volleyball training with integrated leadership; 2) a group that takes part in volleyball training without leadership integration; and 3) a group that does not participate in volleyball training and is not integrated with leadership. The research samples are teenagers aged 12-25. The instrument used is the Inventory Leadership Identity (ILI). The average pretest score of group A is 43.93, and the average posttest score is 88.48. For group B, the average pretest score was 38.40, with the same average posttest score of 41.48. As for group C, the average pretest score was 25.54, and the average posttest score was 26.08. Based on the results of data processing and analysis, it proves that the group that took part in volleyball training with leadership integration shows a better leadership development for the structured and intentional leadership program.

How to Cite

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INTRODUCTION

As time goes by and the era that keeps changing, marked by the era of society 5.0, which is an evolution of the industrial revolution 4.0, prioritizing humans as a source of innovation that cannot be separated from technology, with growing advanced technology making the problems faced by people easier to solve. This will be a challenge for the youth to continue learning to improve their skills and daily life skills. They are required to master various skills and continue to develop life skills in order to remain competitive in the future (Gould & Carson, 2008). Life skills are skills that are necessary to handle the demands and daily life challenges (Cronin & Allen, 2017). In addition to the skills aspects, life skills also include other physical aspects such as a healthy diet, cognitive aspects that include self-talk and behaviours of goal setting (Hardcastle et al., 2015).

Sport is considered as a medium that can support positive development for young people (Jones & Lavallee, 2009). In this context, youth development is linked to life skills. Through sports, various life skills that can be learned include the ability to set goals, teamwork, leadership skills, communication, time management, and emotional control. All of these skills can be developed through sports and then applied in various aspects of life outside of sports (Gould & Carson, 2008).

In the last few decades, researchers in the field of sport psychology have made great efforts to better understand how sport can be used as a medium to encourage positive youth development (Chinkov & Holt, 2016). However, in practical terms, positive youth development is often conceptualized as something occurs through the learning of life skills which are defined as internal personal assets, characteristics and skills such as goal setting, emotional control, self-esteem and work ethic that can be facilitated or developed through sport and transferred to use in social life activities (Gould & Carson, 2008). The perception attached to this definition is that skills learned in sports are considered as life skills, so that a person must transfer and be able to apply the skills acquired through sports in everyday life. (Opstoel et al., 2020) also illustrate that sports participation is associated with the personal and social development of young people, for example the development of pro-social behaviour and work ethic (Al-Yaaribi & Kavussanu, 2018; van de Pol et al., 2020).

There are many sources that state the role

of sport as a first step for someone to achieve good goals, namely life skills, one of which is leadership skills. These life skills have been widely interpreted as skills needed to face the demands and challenges of everyday life. Participating in sports is one of the best ways to develop moral behaviour among young people (Spruit et al., 2019). In sports psychology, life skills are described as aspects that include a person's social, cognitive, emotional, intellectual, and physical qualities necessary to develop and become a successful member of society (Jones & Lavallee, 2009). Therefore, all life skills from sports must be able to apply in everyday life. For example, if someone learns to work together in sports, he must be able to apply these skills in various other areas outside of sports (Allen et al., 2015). Likewise with leadership skills, after learning them through sports, either directly or indirectly, and understanding their influence on achieving goals, it is highly recommended to apply them in everyday life.

Sport is an activity that has a crucial social meaning for many people, strengthening ideas and beliefs in society. In addition, sport has been integrated into various main aspects of social life such as family, religion, education, economics, politics and media (Bean & Forneris, 2016). (Cronin & Allen, 2017) Classify eight components of life skills, namely teamwork, goal setting, time management, emotional skills, communication, social skills, leadership, and problem solving and decision making. A study in Canada shows that a structured life skills integration program given to golf players produced a very significant impact (Kendellen et al., 2016). Apart from that, if this program is carried out continuously in sports activities, there will be a process of transferring life skills to life outside the sports activities themselves. (Pierce et al., 2017) The process of life skills transfer will be formed by the existence of the arrangements that are intentionally created.

Based on previous studies, learning life skills, including leadership skills, can be categorized into sports teaching programs that focus on specific skills (Chinkov & Holt, 2016). However, it is recommended that life skills learning programs to be improved by developing sports programs that specifically teach these skills, so that they can encourage youth development more effectively (Bean & Forneris, 2016). Moreover, one of the sports learning goals has been achieved, namely the application of the values contained in sports in everyday life.

Leadership, as one of the life skills in sports, is a basic aspect, especially in team sports. However, leadership also exists in other fields and

contexts. In sports, leadership often refers to the coach as the leader and the athlete as the follower, where the coach plays a role in influencing individual and team outcomes. Leadership can be defined as knowledge of what to do and the ability to influence others to cooperate in doing it (Cotterill & Fransen, 2016). Meanwhile, leadership is also defined as a process of interaction between leaders and followers to achieve common goals (Price & Weiss, 2011). Leadership is explained as the result of combining skills and knowledge within a group of people with specific goals, as well as the ability to motivate individuals to achieve those goals. The role, strategy and tactics of a leader have a big impact on group achievements, but the role of each member remains important and cannot be ignored (Devecioglu, 2018).

METHODS

This research uses a quasi-experiment (Quasi Experiment Design). The research design used is The Matching-Only Pre-test-Post-test Control Group (Fraenkel, Jack R., Wallen, 2009). The populations in this study are volleyball members at State Junior High School 2 Leles and Darul Fitri Islamic Junior High School. The sample in this research is taken from a population that must be representative. Sampling is carried out using a purposive sampling technique, considering the ages. For this reason, teenagers aged 12-25 are selected as samples.

The research data is obtained using the Identity Leadership Inventory (ILI) questionnaire developed by NK Steffens et al (2014). The ILI questionnaire instrument consists of 16 statement items containing leadership skills. The measurement scale used for this research instrument is a Likert scale with a seven-point scale ranging from 1 (not at all) to 7 (so many). Before using the instrument, the researcher carried out a validity and reliability test using SPSS version 26. With the results of the validity test using calculated r compared with r table, the result was that r calculated $>$ r table (0.404). Likewise, the results of the reliability test using Cronbach's alpha value resulted in $\alpha = 0.361$ with a reliable decision.

Data processing in this research uses quantitative methods with descriptive and inferential statistics. To analyse descriptive statistical data using statistical software, namely SPSS version 26. Statistical prerequisite tests include normality and homogeneity tests using SPSS version 26. Analysis of the influence of leadership treatment on the volleyball training program was carried out using one way ANOVA and further tests with Scheffe.

RESULTS AND DISCUSSION

This research involve three sample groups which are divided as follows: Group A consists of volleyball players who are integrated with a leadership model, Group B consists of volleyball players without an integrated leadership model, and Group C consists of individuals who do not participate in volleyball and nor is it integrated with the leadership model. Data was collected from each group before treatment (pre-test) and after treatment (post-test).

Table 1. Descriptive statistics of research findings

Research Group	N	Average
A	Pre	27
	Post	27
B	Pre	25
	Post	25
C	Pre	24
	Post	24

Based on **Table 1** the average pre-test score for group A is 43.93, and the average post-test score is 88.48. For group B, the average pre-test score is 38.40, with the same average post-test score of 41.48. Meanwhile for group C, the average pre-test score is 25.54, and the average post-test score is 26.08.

After the pre-requisite tests are achieved, the next is to do the hypothesis test. The first hypothesis test in this research uses the One Way Anova test, while the second, third and fourth hypothesis tests use the t test, namely the Independent Sample t test. All tests use SPSS ver. 26.

Table 2. One Way Anova Leadership Test Results

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	54689.607	2	27344.803	7538.008	.000
Within Groups	264.814	73	3.628		
Total	54954.421	75			

Based on the One Way Anova test in **Table 2**, it is known that the sig value is $0.000 < 0.005$, so it is stated that there is a difference, then H_0 is rejected. Therefore, it can be concluded that the average of each group in leadership integration is significantly "DIFFERENT".

Due to differences in leadership assessment results, further tests were carried out. Further tests were carried out using the Scheffe test as the amount of data for each group was not the same.

Table 3. Scheffe Leadership Test Result

(I) Group	(J) Group	Mean Deference (I-J)	Std. Error	Sig.	95%Confidence Interval	
					Lower Bound	Upper Bound
A	B	47.001*	.529	.000	45.68	48.32
	C	62.398*	.534	.000	61.06	63.73
B	A	-47.001*	.529	.000	-48.32	-45.68
	C	15.397*	.544	.000	14.04	16.76
C	A	-62.398*	.534	.000	-63.73	-61.06
	B	-15.397*	.544	.000	-16.76	-14.04

Note : A = Volleyball Practice and Integrated Leadership, B = Volleyball Practice and No Integrated Leadership, C = No Volleyball Practice and No Integrated Leadership.

To find out whether there is a difference in the average leadership value in each group, this is done by comparing the significance value with 0.05 or other means marked with a sign (*) in the mean difference column (I-J) indicating that the existing differences are classified as significant. Based on the SPSS output in **Table 3**, the significance value of each group relative to the other groups is 0.000. Since the significance value is smaller than 0.05, it can be concluded that there is a significant difference in the leadership abilities of each group. To see the similarity of the average leadership ability results in each group, the output "Scheffe.a.b" Test" was used.

Table 4. Scheffe.a.b Leadership Test Result

Group	N	Subset for alpha = 0.05		
		1	2	3
C	24	26.08		
B	25		41.48	
C	27			88.48
Sig.		1.000	1.000	1.000

Note : A = Volleyball Practice and Integrated Leadership, B = Volleyball Practice and No Integrated Leadership, C = No Volleyball Practice and No Integrated Leadership.

Means for groups in homogeneous subtests are displayed.

- Uses Harmonic Mean Sample Size = 25.273
- The group size are unequal. The harmonic mean of the group Size is used. Type I error levels are not guaranteed.

Based on the **Table 4**, it shows that at the significance level $\alpha=0.05$ the average coefficient for each group is in a different column. Thus, statistically, there are differences in average leadership abilities between groups.

The average coefficient that is greater than the other average coefficients is for the group that took part in volleyball training and integrated leadership at 88.48. This shows the leadership abilities of the group that took part in volleyball practice and integrated leadership better than the other groups.

This research purpose is to determine leadership development between group of volleyball members who are integrated with leadership, group of volleyball members who are not integrated with leadership and group who does not take part in volleyball practice and is not integrated with leadership.

The results of hypothesis test show that there are differences in leadership development in each group. The Scheffe test shows that the leadership abilities of the group that took part in volleyball practice and integrated leadership are better than the other groups. This is because those who take part in volleyball practice and are given treatment where there is a leadership program that is implemented systematically. This is supported by (Larson & Verma, 1999), a view that states sports as a structured activity that is of great interest to young people, where they can involve and experience positive development. The ultimate value of the experience of participating in sports lies in the ability to apply the principles learned and transfer them to other areas, such as the application of leadership in everyday life. The results found are in accordance with the statement made by (Gould & Carson, 2008) which states that sport can be used to improve life skills and positive youth development. Sport as one of very important components in positive youth development (PYD), facilitates skill development, provides opportunities and experiences for young people that can help in the process of self-discovery (Fransen et al., 2014). This means that sports activities with a structured and intentional program can provide positive development for young people to shape their leadership. Volleyball practice that is integrated with leadership is very beneficial for those who have entered and lived in society, as leadership is the result of combining skills and knowledge in a group of people with certain goals and motivating individuals to achieve goals. This means that sports activities with a structured and intentional program can provide positive development for young people to shape their leadership. Volleyball practice that is integrated with leadership is very beneficial for those who have entered and lived in society, as leadership is the result of combining skills and

knowledge in a group of people with certain goals and motivating individuals to achieve goals. Volleyball members who participate in structured and intentional leadership programs can improve their leadership skills, and the integration of these leadership programs can serve as an effective model for leadership learning. These results are also in accordance with research conducted by (Kendellen et al., 2016), that programs that are intentionally structured have better results than the unstructured and unintentional ones.

Based on the results of the post-test conducted by each group, it is found that the group that takes part in sports and are integrated with leadership receive higher scores compared to the group that is not integrated with leadership. The research results can be illustrated with the following **Figure 1**.

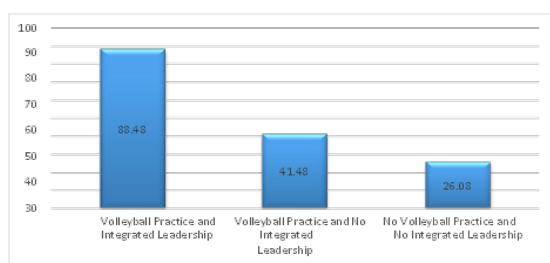


Figure 1. Leadership Comparison

From the **Figure 1**, it is clear that there are differences in the development of leadership abilities in each group. This provides evidence that volleyball practice which is integrated with a structured and intentional leadership program is much better for developing leadership. This is because the group of the integrated leadership was given treatment at the beginning, throughout the practice and at the end, whereas the control group did not integrate leadership. The differences in the results of the control and experimental groups are shown by the average results of the leadership comparison for each group. The results of this research are in accordance with the results of research conducted by (Bean & Forneris, 2016). The results of his research show that structured and intentional programs have better results when compared to programs that are unstructured and unintentional.

CONCLUSION

Based on the data processing and analysis conducted, it can be concluded that there are differences in the leadership development of volleyball players through volleyball activities. There-

fore, the leadership development of volleyball players who are integrated with a leadership program is better than the leadership development of volleyball players who are not integrated with a leadership program and players who do not take part in volleyball and are not integrated with a leadership program. This leadership development can also be applied in everyday life outside the sports context and provide opportunities for young people to experience a positive development process.

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