



**Developing Life Skills Through Extracurricular Sports in The Framework of Positive Youth Development (PYD) : Systematic Literature Review**

**Adi Maulana Mahmud<sup>1✉</sup>, Yudi Hendrayana<sup>2</sup>, Tite Juliantine<sup>3</sup>**

Sport Education, Postgraduate School, Indonesia University Of Education, Bandung, Indonesia<sup>123</sup>

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**Abstract**

How PYD is believed to provide benefits to youth development, one of which is that the PYD program provides resources that promote PYD to foster or stimulate individual contextual relationships that are contrary to criminal, violent, or disruptive attitudes and behaviors. Of the various PYD programs, one of the programs is the development of Life Skills for young people. Sports are one of the means that have a high potential for developing life skills. The purpose of this study is to find out whether extracurricular sports programs can be used to improve life skills and to find out how to carry out extracurricular sports programs to develop life skills. This study uses a systematic literature review method using: (1) identification of journals to be used (2) selection, namely the assessment of the quality of research reports, (3) in the form of quantification of the results of each review to be combined, and (4) analysis, namely the combination and reporting of results. The findings show how extracurricular sports can be used to develop life skills in the context of positive youth development. The development of extracurricular sports can be done in a structured and unstructured manner. The study shows how structured life skills development is better than unstructured ones.

**How to Cite**

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✉ Correspondence address :

E-mail: : [adimaulanam.amm@upi.edu](mailto:adimaulanam.amm@upi.edu)

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## INTRODUCTION

Positive Youth Development (PYD) is an approach to human development that emphasizes the “fusion” of natural and nurture factors (Health et al., 2019). The PYD approach is believed to be beneficial for youth development because PYD programs provide resources that support positive development and help shape individual relationships that reduce the tendency towards criminal, violent, or destructive behavior. This situation strengthens youth to adopt positive behaviors that encourage change in the developmental context, known as steering mechanisms (Eichas et al., 2017).

Positive Youth Development (PYD) is important because adolescent development is crucial considering that adolescents are a very valuable resource for national development. In developing countries, the younger generation is expected to fill the future of the nation, so the PYD program is important for the younger generation. Indonesia is currently facing a crisis of young people with strong character, as evidenced by the slow development and high levels of juvenile delinquency which indicate a failure to utilize existing potential. On the other hand, adolescents are expected to be able to take control of the country in the future and determine the direction of national development (Shidiq & Raharjo, 2018). PYD includes several concepts such as Benson’s 40 development assets, Lerner’s 5C and 6C models, Catalano’s 15 PYD constructs, social-emotional learning, and spirituality and character perspectives (Health et al., 2019). Benson’s 40 development resource framework refers to the development process, experiences, social relationships, contexts, and interaction patterns that support the positive development of the younger generation (Tolan et al., 2016). One of the PYD programs is the development of life skills in adolescents.

Life skills are values and psychological abilities that enable individuals to effectively face the demands and challenges of everyday life (Kendellen et al., 2017). The development of life skills in the PYD program has a positive impact on the younger generation, because these skills are used effectively in various environments such as home, school, sports, community and work (Marsollier et al., 2020). Effective life skills development occurs through sports programs.

In a sports environment, positive adolescent development includes learning good health habits and becoming physically fit. It also includes the development of psychological attributes and specific skills (Gould & Carson, 2008).

Sports-Based Youth Development (SBYD) uses sports to improve the quality of the younger generation, not only improving physical performance but also helping their psychosocial development (Jacobs & Wright, 2018). Sports develop physiological and psychological skills so they are effective in developing life skills.

Extracurricular sports are one way to develop life skills in adolescents. Extracurricular activities are part of the learning process that emphasizes fulfilling students’ needs, helping to channel talents, and developing students’ maximum potential (Magrisa et al., 2018). The objectives of extracurricular activities include: 1) improving students’ cognitive, affective, and psychomotor abilities, 2) developing students’ interests and talents to develop positive personalities, and 3) knowing and recognizing the relationship between one lesson and another (Hidayat & Hambali, 2019). Extracurricular activities are very appropriate for developing life skills, so more research is needed to find information about the PYD program and the development of life skills through sports extracurricular activities.

## METHODS

The method used in this study is a systematic literature review, which is a way to identify, evaluate, and interpret all research that is relevant to the formulation of the problem or topic being studied (Calderón & Ruiz, 2015). This study includes: (1) identification of journals to be used, (2) selection to evaluate the quality of research reports, (3) quantification of the results of each review to be combined, and (4) analysis, namely combining and reporting results.

Journal searches were conducted through Taylor and Francis, Google Scholar, Science Direct, and SAGE with the keywords “life skills development”, “extracurricular sports”, and “positive youth development”. From this search, 200 relevant journals were found. After screening, 30 journals were excluded due to duplication or unavailability of full text, leaving 170 journals for abstract screening. As a result, 60 journals were selected for eligibility assessment. After removing 40 journals that were duplicates or did not meet the inclusion criteria, a review of 30 full-text journals was conducted.

Data analysis is the process of simplifying data into a form that is easy to understand, read, and interpret. According to Fraenkel, Wallen, and Hyun (2012), data analysis is an activity after collecting data from all respondents or other sources. This activity includes grouping data based on

variables and types of respondents, tabulating data based on variables, presenting data for each variable, calculating to answer the problem formulation, and testing hypotheses (Fraenkel, J. R., Wallen, N. E., & Hyun, 2012).

This study uses a qualitative method. According to Sugiyono (2013), the purpose of qualitative research methods is to find patterns of

interactive relationships, find theories, describe complex realities, and gain an understanding of meaning. The data analyzed came from searching journal libraries taken from four databases, namely Taylor and Francis, Google Scholar, Science Direct and SAGE, then analyzed by researchers (Sugiyono, 2013).

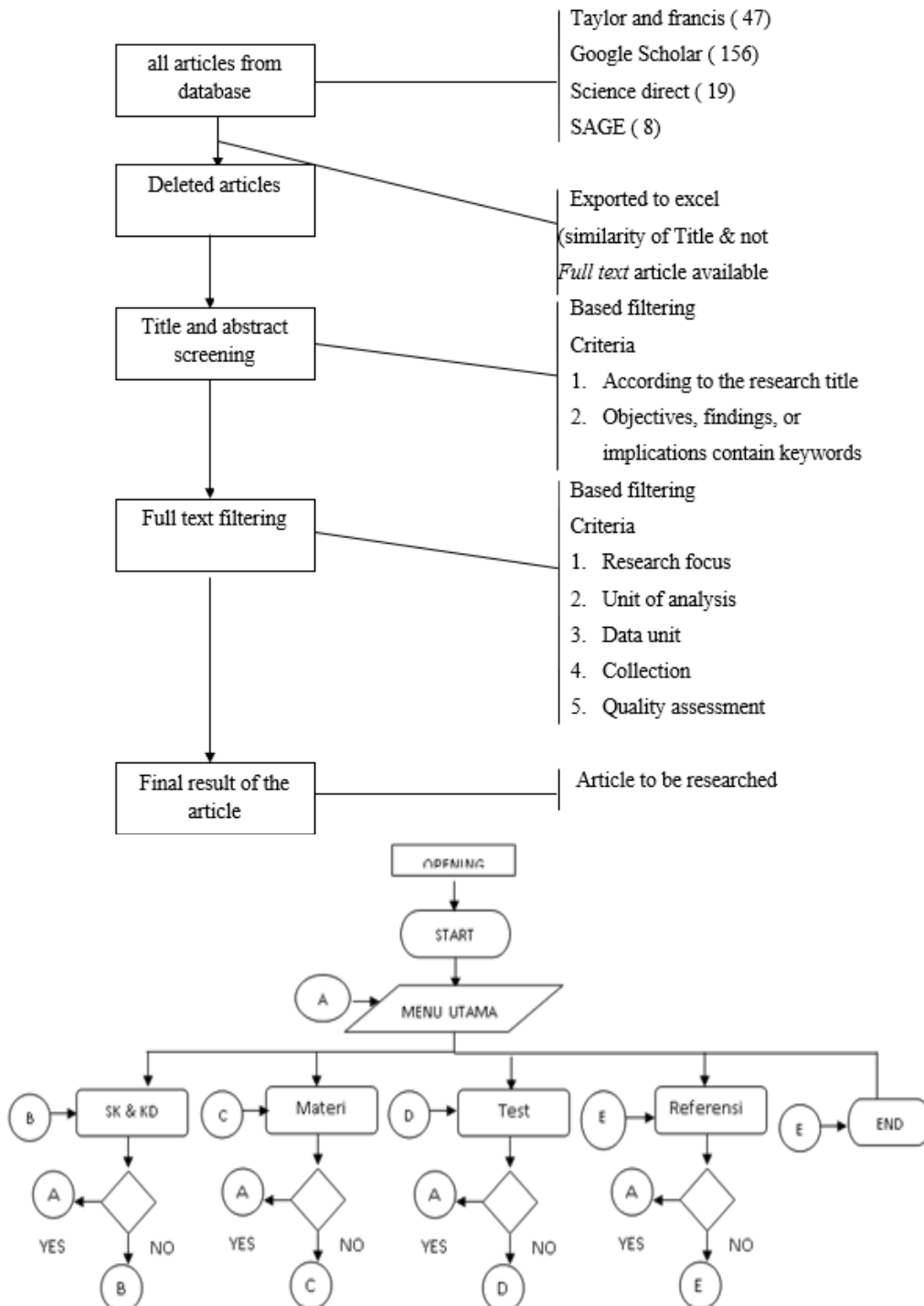


Figure 1. Flowchart learning Android-based mobile applicationsJournal Search

## RESULTS AND DISCUSSION

on the article written from research, then in the early part of the results and a discussion on research be preceded by a description of the implementation, namely (1) a description of the time of the research, (2) the duration of the implementation of the research, (3) the informant or res-ponden obtained, and (4) concludes with a description of the things that will be described in the be-how a paragraph afterwards.

To analyze whether extracurricular sports activity programs can develop life skills. In this study, the researcher used 35 of his last article journals to find 230 journals from four of his databases: Taylor & Francis, Google Scholar, Science Direct, and SAGE, using a systematic literature review search. It has been reviewed. The results of this study indicate that extracurricular sports programs can develop life skills in the context of positive youth development and in this The development of extracurricular sports can be done in a structured and unstructured manner. The study shows how structured life skills development is better than unstructured ones

Developing life skills at school must be one of the goals, so extracurricular activities must of course be able to achieve this goal. In carrying out extracurricular activities, extracurricular sports clearly offer this, developing life skills through extracurricular sports programs; several studies have been carried out. In this case, the author conducted a systematic literature review (SLR) of several journals, which were collected and analyzed. Developing life skills is very possible through extracurricular sports. Several studies show that sports programs can have a significant impact on the development of students' life skills. Of course, it's not just sports activities outside of school, because schools that organize extracurricular activities mean creating sports programs outside of class hours.

About life skills that can be developed through extracurricular sports programs in the journal entitled "Teacher-Coaches' Perceptions of Life Skills Transfer from High School Sport to the Classroom" he explained. That's development student-athlete school intermediate Want to influenced by sport and class They also have experience For His life is deep One matter More so Again general . Learning explicit occurs when the competition young probability data For worried Inside existing activities with on purpose designed For For learn Skills live and for facilitating the transfer of UNFUN skills to the kingdom For life other . Teaching strategies explicit staff

competition young develop Skills life they Believe That transferred by sports NOT FUN activities school . Possible factors skills transfer occurs For life including : support by True Friends , proud ON the show in a way personally and by parents , given transfer options , gifts Intrinsic and extrinsic for transfer and transfer of experience . In the ask this also underlines characteristics Three element important of this process - a) athlete individual , b) context sports / learning , and c) conveying context-like factor interacting keys For influence skills transfer For life (Pierce et al., 2019).

The journal entitled "Extracurricular Activity Participation and the Acquisition of Developmental Assets: Differences Between Involved and Noninvolved Canadian High School Students" states that the difference between teenagers who take part in sports and non-sports extracurricular activities is greater than teenagers who take part in sports and non-sports extracurricular activities. sport. do not participate in sporting activities. extracurricular in terms of various resources for school development and engagement. (Bean & Forneris, 2016). This means that extracurricular programs can be a means of developing resources for academic development.

Life skills can be developed through extracurricular sports programs in the journal entitled "The Influence of Extracurricular Activities on the Life Skills Development of Class XI Students at SMK Putra Rifara, Tangerang Regency". stated that extracurricular activities have an influence on the development of students' life skills and students who take part in extracurricular activities at school have life skills or life skills to face and live everyday life. Life skills that are very important for young people can be developed because they are seen as individual capital that can improve society's education, national outcomes, quality of life and economic prosperity in the future (Jannah et al., 2021).

life skills can be developed through extracurricular sports programs in the journal entitled "The Influence of Extracurricular Sports Programs on the Development of Life Skills During the Covid-19 Pandemic At Ta'mirul Islam Elementary School" explains that (1) students who participate in extracurricular sports obtain the highest life skills for students who participate in non-sports extracurriculars and students who do not participate in extracurriculars; (2) there is a difference in life skills scores between the group of students who take part in sports extracurriculars and the group of students who take part in non-athletic extracurriculars; (3) there is a difference in life skills scores between the group of

students who take part in extracurricular sports and the group of students who do not take part in extracurricular sports; (4) There is a difference in life skills scores between the group of students who take part in non-sports extracurriculars and the group of students who do not take part in extracurriculars. Schools can use extracurricular sports to teach life skills to students so they can develop their full potential in everyday life (Wijayanti et al., 2023).

about life skills that can be developed through extracurricular sports programs in the journal entitled "The Influence of Extracurricular Sports Activities on the Development of Students' Life Skills". This explains that through extracurricular activities that are directly integrated with life skills, students will better understand and apply these skills to their life skills. everyday life. For understand value stored Inside memory period Long Candy combines values positive For everyone for his life . Activity extracurricular deep football room integrated with provide skills programs life more impact big important compared to with with deep football room without integration of skills programs For life is NOT FUN increasing Skills For student life . Ability life AND elements important that matter That need taught NOT TO PLEASE pupils To increase quality source Current Men . Development Skills life at Candy Finish school Through a number of methods , incl Through activity extracurricular . Through extracurricular programs integrated indoor football from Skills life , development Pupil skills Want aligned from increase Skills For life So they Candy becomes provision For vision competitive global competition . For maximize development students , okay Inside play deep football room or Inside Skills alive , necessary training deep football room integrated from Skills For life in One matter sustainable and ongoing (Budiman & Ruslan Rusmana, 2021).

Life skills can be developed through extracurricular sports programs in a magazine entitled "Students' Life Skills Levels in Extracurricular Futsal" explains that the percentage of life skills in the relevant category is 48%. This shows that the sports values obtained during training have indirectly provided valuable learning for students in terms of life skills. For some students, life skills are acquired through direct experience resulting from interactions during training. By understanding the values of sports, these students are more or less able to apply life skills in everyday life. This can be seen from the percentage of students' soft skills in the good category, namely 18%. However, 34% fall into the poor category. The

lack of soft skills among students is caused by extracurricular trainers who focus more on physical skills and ignore the application of soft skills in activities. The application of life skills will be more optimal if teachers or trainers deliberately implement training programs that are integrated with the development of students' life skills (Marfianti & Burhaein, 2023).

Life skills can be developed through extracurricular sports programs in a journal entitled "The Impact of Extracurricular Activities on the Development of Life Skills in High School Students" explains that the development of life skills for students who take part in volleyball extracurricular activities with special treatment is better than students who participate in football activities. ball. volleyball without such care. This is because the extracurricular activities discussed are integrated with aspects of life skills development. The treatment takes the form of a volleyball extracurricular program that links sports participation with the development of life skills. Life skills are one form of positive development for high school students as they enter young adulthood. An important value in participating in sports activities is the application of the principles that have been learned in everyday life (Rohmanasari et al., 2018).

Life skills can be developed through extracurricular sports programs in the journal entitled "Integration Of Life Skills Through Hockey In The Framework Of Positive Youth Development (PYD)". Research among hockey extracurricular members in Bandung City shows that the integration of life skills into youth hockey development has a significant impact on life skills within the Positive Youth Development (PYD) framework. There is a major impact that life skills not being integrated into youth hockey development has on life skills in the context of PYD. There are differences in the influence of integrated and non-integrated hockey life skills training on the development of life skills within the PYD framework. Hockey training with integrated life skills is more effective than training that is not integrated. In the integrated life skills group , the greatest improvement occurred in the interpersonal communication and social skills components. Meanwhile, in the non-integrated life skills group, the largest increase occurred in the teamwork component. Both approaches contribute to the life skills and positive development of young people (Wijaya et al., 2023).

Extracurricular sports include sports program activities in the school environment that are specifically designed to achieve general education

goals, which of course include the development of life skills, as stated in the research entitled "A Literature Review of the Impact of Extracurricular Activities Participation on Students' Academic Performance" that extracurricular activities provide several components of life skills. This research argues that moderate participation in extracurricular activities provides students with an optimal context for building relationships with peers and increasing their sense of belonging at school. The developmental framework theorizes that participation in extracurricular activities indirectly has a positive impact on academic performance due to the non-academic and social benefits associated with participation in extracurricular activities. Finally, the threshold framework hypothesizes that participation in extracurricular activities has a positive impact up to a certain point on academic performance, after which participation will produce results in negative academic results (Seow & Pan, 2014).

The development of life skills through extracurricular sports is also explained in the journal entitled "Examining the Importance of Intentionally Structuring the Youth Sport Context to Facilitate Positive Youth Development", which states that teenagers who take part in sports or extracurricular activities have higher experience and development, compared to younger generations who participate in sports or extracurricular activities. For youth who do not participate in extracurricular activities, this suggests that involvement in sports may be associated with a variety of positive developmental outcomes. (Bean & Forneris, 2016)

Extracurricular sports are sports activities at school. Of course, sports at school can develop these life skills in research entitled "Development of Life Skills Through School Sport Activities", which states that sport is a very suitable means to facilitate the development of these life skills, because when practicing there is very intense social interaction. Through sport you can develop young people's skills such as teamwork, goal setting, time management, emotional skills, communication, social skills, leadership, problem solving and decision making. After students carry out learning activities and based on the questionnaire data that has been filled in, it can be said that the results of applying life skills in school sports activities are "very good" and suitable for use (Agustin & Oktriani, 2021).

Extracurricular sports is one of the school sports programs, where school sports are the same as youth sports programs, where several studies have been carried out on how youth sports can be

used as a means to develop life skills. There are several studies on how sport develops life skills, in a journal entitled "Integration of Life Skills in the Son Muhammadiyah Kuningan Pencak Silat Training" explains that the development of sports science related to development through global sports is an opportunity to develop Indonesian sports that can be introduced internationally. Trainers can use the Pencak Silat training model by integrating life skills to guide personality development training programs. The development of the Pencak Silat Tapak Suci training model that integrates life skills in this research uses the ADDIE model which consists of five stages, namely design analysis, development, implementation and evaluation (Hadiana et al., 2021).

It is also explained that youth sports can develop life skills in the article entitled "Integration of Life Skills Programs Through Taekwondo Sports in the Context of Positive Youth Development" which states that taekwondo sports can develop life skills by implementing life programs that have goals, skills integration, which will give better results, important. The life skills components that showed the greatest improvement in the group that integrated the life skills program through taekwondo included goal setting, social skills, and leadership (Rasydiq et al., 2023).

In another article entitled "Integrating Life Skills into Football Training Programs for Positive Youth Development" which studies life skills in youth sports, it is stated that the development of life skills in football groups considering 1 Integration of life skills is superior to integration of life skills. soccer training group, who receive life skills integration, they do not accept the integration of life skills in programs and groups that do not participate in sports training. Life skills development for teenagers can be applied in teenagers' daily lives, so that they can be used to face life's needs and challenges in accordance with the benefits of life skills. Some components that improve are: collaboration, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, problem solving and decision making (Rasydiq et al., 2023).

The development of youth sports life skills is recorded in a magazine entitled "Integrating Life Skills into Pencak Silat Training Program for Positive Youth Development". There is significant differences between group integrative Skills For life in the training program pencak silat, a group that does not integrate Skills For life in the training program pencak silat and groups that don't worried Inside exercise exercise DOESN'T FUN development teenager positive. Group in-

tegrative Skills For life in the training program pencak silat and groups that don't integrate Skills For life in the training program pencak art defend self More so more Good By groups that are not Working on exercise pencak art defend self . On the other hand , the influence more big Good NOT FUN development positive teenager happen in group integrative Skills For life in the training program pencak art defend self compared to with from groups that don't integrate Skills For life in the training program pencak art defend self (Cahyani, 2020).

The development of the young generation's life skills through sport is recorded in a diary entitled "Life Skill Integration in Football Training Program for Football School Students". Search result Show That Skill For life integrated in the training program influential football important NO FUN increases Skills For life of school students 12 and 13 year old football . Skills previously a life that doesn't integrated Inside exercise football has NO effect important NO FUN increases Skills For life of school students 12 and 13 year old football . This search result is candy for consideration For coach youth football Inside develop training programs age football young (Tafaqur, 2022).

The development of life skills for the younger generation through sports is published in a magazine entitled "Integrating Life Skills into Volleyball Training for Positive Youth Development (PYD)" Itu Merge ability life is NOT FUN Inside training and education sport Candy becomes effective alternative For increase development ability life in One matter settings suit For Work . These results show that trainers and educators sport task consider Join ability life is NOT FUN In the course CV So they in a way individual young For obtain necessary skills For Hopefully lucky Inside For life personal and professional (Juhrodin et al., 2023).

The development of life skills in the younger generation through sport has been documented in a journal entitled "The Effect of Sport on Life Skills in High School Students" which states that there is a significant difference in the average score on the emotional and social skills subscale. based on gender variables; in the leadership and goal setting subscales based on age variables; on the subscales of leadership, goal setting, emotional and social skills based on school-based variables; in the subscales of time management, leadership, teamwork and goal setting according to the club license variable; on the subscale of time management and goal setting based on the sport year variable; as well as on the subscales of time

management, leadership, emotional skills, and goal setting, depending on the number of training variables. In short, improving high school students' life skills through sports (DÜZ & ASLAN, 2020).

Looking at the newspaper discussion analyzed above, extracurricular sports is one of the school sports activities which is of course a sports activity for the younger generation to develop life skills . If you look at various magazines, extracurricular activities outside of sports can be used as a means to develop life skills components. Not only that, sports programs at school or outside school can also develop life skills. This reinforces the fact that developing life skills can be done in extracurricular sports.

Not only that, several articles directly examine how various types of extracurricular sports can develop life skills, making the author believe that extracurricular sports can be a way to develop life skills. Of course, to get better results it must be designed specifically, because several studies have proposed specific equations. The following components can be developed through various extracurricular activities: collaboration, goal setting, time management, emotional intelligence, intrasocial communication, social skills, leadership and decision making.

From the discussion above, it is clear that life skills can be developed through extracurricular sports activities. However, it is not just how the development of life skills must be programmed systematically. Various studies show that although life skills can develop by themselves without programming, to maximize the results the best methods are needed. Various studies regarding extracurricular sports or sports programs themselves and extracurricular programs in general can provide insight into how life skills development programs can be developed optimally. Several studies have been analyzed to describe the results of how life skills teaching can be carried out well

Life skills were included in research entitled "Positive Youth Development From Sport to Life: Explicit or Implicit Transfer?" This shows that there are two approaches to the transfer of positive youth development, namely the explicit and implicit approaches. An explicit approach requires program leaders to intervene in the transfer process of developing sport values. Athletic program leaders must help their athletes recognize the skills they can acquire through sports and help them realize that those skills can be applied in the environment. The second implicit approach is that the values and skills taught in sport

are no different from those required in real life. Therefore, although sports programs should be designed to develop these skills, there is no need to directly educate young people about the transfer of these skills to other areas such as school or work. Despite growing recognition that exercise has the potential to promote positive development, researchers also caution that there is nothing special about exercise that automatically leads to positive developmental outcomes. Therefore, physical activity outcomes, whether positive or negative, depend on the complex interaction of multiple contextual and social factors (Turnnidge et al., 2014).

Life skills contained in research entitled "Life Skills Through School Sport: A Participatory Teacher Development Program" argues that an explicit approach to life skills development is seen as relevant, useful and feasible and this expands teachers' ability to integrate life skills development into their practice. However, some teachers also believe that transferring skills to non-sport contexts is less relevant and inappropriate for learning. Overall, teachers believed that students had improved their understanding of certain life skills, but were uncertain whether students could retain and transfer these skills to other contexts. They agree that the development of life skills is a continuous process that requires articulation, repetition, and consistent practice in different contexts (Knudsen et al., 2020).

Life skills are stated in research entitled "Transfer of Life Skills in Sport-Based Youth Development Programs: A Conceptual Framework Bridging Learning to Application". The Components The first thing that matters For encourage the process of skills transfer Life Is Program Implementation, or How with teachers and coaches? Adopt program design, structure and curriculum. Coach must educated For give opportunity For student For exercise method exercise competence Life in program settings and apply bait back To Him around Understand Him Into Materials and skills paste it. The program coach must Connect Experience Sport with Life with apply discussion aware around How what to learn Inside context Sport connected with Environment School, home and community. Provided Component It's in One matter Effective entry into the sports program of the granting process Skills Life own strength For developed. Learn student made interesting Awareness and understanding about Competency content live, we suggest that connection process cognitive required For Connect Learn student with Application. Although For marking Experience help student If For marking

competence in life they must also be "motivated" to do matter the Use. and a component connection cognitive Last thing is important For taken into account as part of the transfer process What is done? on the phone as an "extension". perception (Jacobs & Wright, 2018).

Life skills were included in the research entitled "A Self-Determination Theory-Based Examination of Life Skills Development in Youth Sports". It Behaves Good supportive coaching autonomy about positive with satisfaction three need base Participants (autonomy, competence and connectedness) and development eighth Skills Life they Now Behave Good Control coaching only about positive with frustration three need base Participant. analysis Mediation uncover That's satisfaction third need base combined (satisfaction amount need). Connection between Behave Good supportive coaching Autonomy and development eight Skills Life Participant. Left satisfaction delivered Connection between Behave Good supportive coaching Autonomy and development eighth Skills Life Participant except For determination determination objective; satisfaction autonomy be delivered Connection between Behave Good supportive coaching Autonomy and capabilities Management of Participant Time; and satisfaction competence be delivered Connection between Behave Good supportive coaching Autonomy and determination Objective as good as Skills in a way emotional Participant. Relate with those results, coach must try show behavior support helpful autonomy fulfil three need psychology base participants and encourage Development Skills Her Life Inside Sport (Cronin et al., 2022).

The Life Skills Transfer Program, which is included in the study entitled "The effect of sport-based interventions on positive youth development: a systematic review and meta-analysis" shows that we found a significant small to medium impact size on the influence of sport. PYD-based interventions have found competency (low), self-confidence (low), and life skills (medium) outcomes, generally indicating that exercise-based interventions have positive effects on various categories of psychosocial outcomes. Regarding the overall pattern of results, there was no significant overall impact of the PYD intervention on outcomes in the PYD categories of Character, Connection, Health, and Climate (Bruner et al., 2023).

Transfer program outlined in the research entitled "PasSport4life: A trainee sport psychologist's perspective on developing a resilience-based life skills program" shows that the skills needed



to work with youth in a sport-based development environment, beyond skills such as scientific development, pedagogy and youth development are fundamental for sports program facilitators, but the skills and competencies of a sports psychologist (e.g. counseling, psychological skills, providing interventions) are important in implementing life skills programs. To bridge the gap between traditional mental skills training, physical education and developmental sciences, a change in the role of SPs in providing life skills programs in the professional development of trainees should be considered (Cox et al., 2016).

Life skills are contained in research entitled "An Integrative Review of the Sport-Based Youth Development Literature" which suggests matter the . That's With Using a competency transfer model Life as Frame Instructions , analysis in a way thematic in a way theoretical reveal Characteristics athlete student asset certain ( eg internal assets , assets ). factor external Sport School level difficulty medium ( eg condition innate , characteristic ). Coaching ) and Classroom factors School between . ( for example factor contextual Class , psychological processes athlete students ) who helped or hampering the competency transfer process Life . Influence important from Awareness and ability For Act By individual as good as fitness in between context show For marking Understanding competency transfer Life interesting lens system Development (Jones et al., 2017).

Life skills transfer program is contained in research entitled "Sports as a passport to success: life skills integration in a positive youth development program" stated that SBYD boxing program that explicitly includes teaching and learning life skills as an integral part of the experience. Youth participants report that they have developed an understanding of the life skills presented in the Passport to Success and are aware of ways they can be applied outside the boxing gym. Many of them provided specific examples of life skills that have had a real, positive impact on their lives outside the gym. These findings suggest that integrating life skills into conversations at the beginning and end of a practice routine can produce several positive outcomes (Hemphill et al., 2019).

Life skills transfer program is contained in research entitled "Understanding Positive Youth Development in Sport Through the Voices of Indigenous Youth" which states that research on positive youth development claims that structured physical activity is very important for development. The 5 Cs (i.e. Confidence, Competence,

Character, Connection, Caring) are the gold standard when discussing positive outcomes and important characteristics that young people must possess to achieve the contribution of the sixth C. The results of this research show the importance of understanding Cs (5 Cs namely Confidence, Competence, Character, Connection, Caring) from a cultural perspective. Independent investment in all areas of sport and physical activity is the main result of this work. Additionally, trying to understand the various meanings associated with C (e.g. courage as a description of self-confidence) is another important piece of information emerging from youth voices (Strachan et al., 2018).

Life skills are contained in research entitled "Football, sport and the development of young people's life skills". This research provides some evidence that coaches who have been trained specifically to develop life skills are in a better position than coaches who have had little or no training in this area. However, there is generally little evidence that formal coach education has any real impact on coaches' practice, although there are a number of studies reporting how coaches perceive the impact of such programs. Apart from trainers who receive formal training to develop life skills, there are also programs aimed directly at developing the life skills of the younger generation (Cope et al., 2017).

An explanation of life skill transfer is also explained in the research entitled "Effects of Golf Life Skills Integration Program on Social Competence of Male Sports Science in Indonesia" which explains integration competence Life in the training program Sport own in One matter important increase Skills Life in youth Late . Competency program live , executed with Good in One matter in a way implicit still explicit , capable influence Development and coaching Relationship , creation situation relate positive with sport with Behave Good For accept Experience Life . However , the result Study show that program held in One matter explicit give more influence big big To Development Skills Life (Hamidi, 2022).

An explanation regarding the transfer of life skills is also explained in the research entitled "Integrating Life Skills into Golf Canada's Youth Programs: Insights from Success Partnership Practice Research" which explains that the focus is on certain individuals so that life skills teaching can be carried out optimally per lesson (for example "Life skills present"), which is discussed several times throughout the lesson. Additionally, life skills can be targeted in multiple

lessons by using the same Today's Life Skills in at least two lessons in one program. The reason for focusing on one life skill at a time in several lessons is to give youth the opportunity to devote the effort and attention necessary to successfully learn the skill. The next time should be set at the beginning of the lesson to clearly show the golfer what current life skills are. The introduction of contemporary life skills should be carried out simultaneously with the introduction of the golf skills that are the target of learning. The idea behind the intentional implementation of life skills strategies is that experiential learning facilitates skill acquisition. Therefore, learning in the Golf in Schools and Future Links Learn to Play programs is deliberately designed to provide real opportunities for young people to improve their life skills through golf. Teachers are encouraged to incorporate two types of strategies into their lesson plans. The first strategy involves combining life skills messages and activities consistent with life skills. A second strategy is to use optional activities specific to life skills (e.g., cooperative games) to further emphasize current life skills. Certain life skills activities are made optional, taking into account differences in instructor willingness, confidence, and time to carry out these activities. "Next time" should be set aside at the end of each lesson to explain to golfers that Today's Life Skills can be transferred and applied in non-sport settings (Kendellen et al., 2017).

Several explanations were found regarding the application of life skills to sports programs. There are two options, namely implicit and explicit, where the implicit approach is how life skills can develop from students' experiences while carrying out sports activities without any intervention from outside or from program leaders. Students are not explained how sports activities provide non-sport benefits, in this case life skills. In the second approach, namely the explicit approach, program managers consciously intervene in sports programs to develop life skills.

When comparing the two approaches, several studies show that the explicit approach has a better effect compared to the implicit approach, several studies show that there is a significant influence on the results of the two approaches. Of course, extracurricular sports are carried out the same as extracurricular sports activities. Of course, several studies have been conducted directly on extracurricular sports activities, some of which say the same thing as sports activities that are not extracurricular sports. Where an explicit approach offers greater influence.

Some journals have also found ways to

implement explicit information. An explicit approach is how programs need to be structured to develop life skills. Emphasize to students how physical education programs can be integrated with life skills. To teach life skills well, each lesson should focus on a specific skill. Apart from that, this target must be repeated at least twice in one learning program. Students are provided with an understanding of life skills at the beginning of their learning. The explanation of life skills occurs simultaneously with the explanation of the training material. How each activity is integrated is seen from the life skills values, reinforcement is given when students carry out the activity, there are two strategies. The first strategy involves integrating life skills messages and activities consistent with life skills. The second strategy involves using specific optional life skills activities to further emphasize current integrated life skills. Additionally, there should be time at the end of each lesson to explain to golfers that Today's Life Skills can be applied and used outside of sport. There are several programs that can be utilized, namely Sports United to Promote Education and Recreation (SUPER) and the Going for the Goal (GOAL) program

Developing life skills requires more than just the program leader's understanding of life skills and their application. This is in accordance with the opinion of Santos et al who state that the coaches provide several examples of life skills which are believed to be able to be developed through field hockey, thus helping to advance PYD in all aspects of life to advance athletes (Santos dkk., 2018). Program implementation must of course be controlled by a trainer in order to create effective explicit implementation. Therefore, there is a need for life skills program training for program managers.

## CONCLUSION

Based on research data and discussion of life skills development through extracurricular sports activities in the framework of Positive Youth Development (PYD), it was concluded that:

In the implementation of the Positive Youth Development (PYD) program, life skills development through sports is one of the effective programs that can develop various components of life skills, namely teamwork, goal setting, time management, emotional skills, interpersonal communication, and social skills. , leadership and problem-solving and decision-making skills. Developing life skills through sports can be done

through extracurricular sports activities. Sports facilities are very popular with the younger generation so that they can be a special attraction for the younger generation, and extracurricular sports activities are a means that are easy for the younger generation to follow during school..

Research Findings Life skills development can be intentional or unintentional, or defined implicitly and explicitly. In the development of life skills, the results of the research analyzed showed that implicit or involuntary programs can develop life skills, but explicit programs or integrated programs are better at improving life skills components. Integrating life skills through extracurricular sports will have a better impact in improving life skills as part of a positive youth development program.

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