

Analysis of Life Skills of High School Students who Participate in Extracurricular Sports (Study Based on Regional Demographics)

Muhammad Oktapian Nur Rajab^{1*}, Agus Gumilar¹, Burhan Hambali¹

¹Physical Education Health and Recreation, Faculty of Sport and Health Education, Indonesia University of Education, Bandung, Indonesia

email corresponding author: oktapiannurrajab510@upi.edu

Received: 00/00/202x

Revised: 00/00/202x

Accepted: 00/00/202x

Copyright©2024 by authors. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

Abstract

The purpose of this study was to analyze the level of life skills of high school students in rural areas who take part in extracurricular sports. The method used in this research is a quantitative descriptive method. The participants in this study were high school students in rural areas who participated in extracurricular activities. A total of 240 students were used as participants, consisting of 87 male students and 153 female students. The research instrument used was the Life Skills Assessment Scale (LSAS) developed by Pearson and Kennedy. The results showed that the level of life skills of high school students in rural areas was in a high level category, both those who participated in sports and non-sports extracurricular activities. Meanwhile, the Sig. (2-Tailed) on the Independent Samples Mann-Whitney U test analysis is 0.477. This finding indicates that there is no significant difference in the life skills of high school students who participate in extracurricular sports compared to those who participate in non-sport extracurricular activities (Sig. (2-Tailed) 0.005).

Keywords: Extracurricular, Life Skills, Sports, Students

How to cite:

Rajab, M. O. N., Gumilar, A., & Hambali, B. (2024). Analysis of Life Skills of High School Students who Participate in Extracurricular Sports (Study Based on Regional Demographics). JUMORA: Jurnal Moderasi Olahraga, 4(2), 151–161. <https://doi.org/10.53863/mor.v4i2.1435>

1. INTRODUCTION

One of the key components in creating people who are prepared to take on the problems of the modern world is life skills. The capacity for self-management, effective communication, and teamwork are examples of life skills. Life skills are crucial for both individual achievement in day-to-day living and the foundation for success in the workplace, claim Hodge et al. (2012). Early life skills development in the educational setting requires organized activities, such as extracurricular sports. Life skills are defined as the capacity to engage in adaptive and good behaviors that help people to cope effectively with the demands and obstacles of everyday life (WHO, 1999) and are abilities that help a person to excel in various activities in their living environment, such as school, home, and so on (Yabunaka et al., 2023). According to Pierce et al.

(2017), life skills are intrinsic human assets, traits, and aptitudes including goal-setting, emotion management, self-esteem, and a strong work ethic that may be cultivated or facilitated in sports and applied in non-sporting contexts.

General and particular life skills are the two main categories into which life skills are frequently separated. General life skills, like interpersonal and social skills, should be had by everyone (Supriatna, 2006). Self-awareness, understanding of oneself and one's potential, and the ability to think reasonably are examples of personal skills. Communication skills with empathy and collaboration skills are examples of social or interpersonal skills (Opstoel et al., 2020). Specific life skills are abilities that a person needs to face challenges in specific areas such as work, activities and circumstances, and include academic and occupational skills (Ronkainen et al., 2023). Academic talents include the capacity to recognize causes and explain their link to the particular phenomena, speculate about a series of events, and create and conduct research to substantiate a theory or interest. Jobs or activities in society that need greater motor skills are known as employability skills (Rulyansah & Sholihati, 2018).

The talents or skills that a person needs in order to be independent on life are closely related to life skills. Schools as formal educational institutions require assistance from families, neighborhoods, or other educational institutions in order to produce the next generation of quality nations. Therefore, education has several paths and levels. Informal, formal, and non-formal education are all part of the education pathway. Formal education that can be obtained through school education should not only focus on the delivery of academic teaching, but also help students develop their personality, independence, talent, and creativity in non-academic fields (Nuri et al., 2016).

Schools actively contribute to the development of life skills in every society. Because life skills help adolescents maintain their lives effectively and adjust to various life circumstances. The development of life skills in students can be attributed to a variety of factors, including moral behavior, enjoyment, learning new things, goal setting, self-awareness and independence, emotional control, career planning, responsibility, participation, cooperation and teamwork, leadership, and acceptance of differences (Gazda & Brooks Jr, 1985; Goldsmith, 1996; World Health Organization, 1999). Therefore, in order to blend in and thrive in the competitive and ever-changing the world of today's youth, it is imperative that they possess a range of life skills.

One strategy that has been found to be successful in helping students build their life skills is involvement in extracurricular activities, especially sports. In addition to their physical advantages, extracurricular sports offer a learning environment that fosters the growth of social and emotional competencies. Sports activities help teenagers develop competence, confidence, social connectivity, character, and caring, according to Lerner et al. (2005) using the Positive Youth Development (PYD) paradigm. Additionally, playing sports exposes children to scenarios that call for cooperation, prompt decision-making, and dispute resolution—all of which help them build their life skills.

Character development and life skills are significantly influenced by senior high school (SMA) education. Participating in extracurricular activities, particularly those that center around athletics, is a good way to build these abilities. In addition to its physical advantages, extracurricular activities help children acquire life skills—the social, emotional, and practical competencies necessary to deal with the difficulties of society.

According to Moore (2000), 83% of teenagers between the ages of 12 and 17 engage in at least one extracurricular activity. Results in life are impacted by involvement in extracurricular activities. For instance, compared to their non-participating peers, adolescents who participate in school- and community-based civic activities report greater levels of religiosity, academic engagement, and positive impressions from parents and friends (Ludden, 2011). For secondary school students, participating in extracurricular activities at school may be a valuable educational opportunity because clubs, libraries, debate clubs, youth achievement clubs, organized essay competitions, and other groups often convey the basic ideas and values of society as a whole (Adeyemo, 2010).

It is expected that extracurricular activities will provide opportunities for students to turn their interests and talents into abilities that will improve their quality as a good generation. This will allow them to have high academic achievement in the future, supported by non-academic potential, one of which is trained life skills. This is one of the ways the school pays attention to the various potentials that exist in students so that they can be developed maximally (Nuri et al., 2016).

Sport-based life skills education has attracted significant attention in the last 10 years (Gould & Carson, 2008). Studies have shown a link between sport involvement and the development of life skills including goal setting, leadership, communication, and emotion regulation (Johnston et al., 2013; Jones & Lavallee, 2009). Simultaneously, it has been observed that sport has an important role in improving good behavior, physical and mental health, and personality (Caterino & Polak, 1999; Kohl III & Cook, 2013; Nagaraju, 2016). Research has shown that most of the skills required for success in athletics, including problem solving, goal setting, time management, handling success and disappointment, and working under pressure, are transferable to other life situations (Catalano et al., 2004; Danish et al., 2004).

However, not all kids gain equally from extracurricular sports engagement in terms of life skills, and this depends on regional demographic characteristics. According to Bronfenbrenner's (1979) Ecological Systems Theory, the way people interact with their social environment—including their geographic location—has a significant impact on their personal development. In this regard, kids in rural locations typically participate in traditional sports activities that uphold community values, whereas students in metropolitan areas could have easier access to contemporary sports facilities. These variations may result in distinct dynamics in the way pupils' life skills are developed.

Participating in sports offers several advantages for physical and emotional health. However, people in rural and urban areas may participate in sports at different levels. According to Widyastuti et al. (2023), a person's preferences, access and facilities when participating in sport can be influenced by changes in their surrounding environment. Young people now face a number of social, psychological and physical barriers that can adversely affect their overall health and well-being. In addition to the physical benefits, playing sport can also improve social skills, self-awareness and mental health - all of which are critical to their development. It is crucial to understand these variations in order to create methods that effectively encourage active living across different geographies. There are few significant differences in exercise activity between rural and urban residents, according to a recent study by Ding et al. (2023). According to this study, people living in rural areas do more regular physical activities, such as walking without motorized vehicles or doing manual labor. On the other hand, formal physical education sessions

at gyms or sports facilities are more popular among urban residents. This disparity may be due to several factors such as access to recreational facilities, employment status, and preference for certain lifestyles.

The majority of research in the sport psychology literature has studied the function of social representatives in the transmission of life skills, with a particular focus on coaches and the tactics they use to facilitate this transfer (Camiré & Kendellen, 2016; Gould et al., 2007; Whitley et al., 2016). It has also been established that adolescents' exposure to key social role models, including teachers, parents and classmates, has a significant impact on their development of life skills (Gould & Carson, 2008; Holt et al., 2017). At this stage, the perspectives of parents and teacher characters who most intensely interact with children, know them, understand their needs, and have greater demands to help them acquire life skills become more crucial.

There aren't many studies that precisely look at how students' life skills vary depending on their regional demography via sports, particularly in Indonesia. In actuality, developing inclusive and flexible educational policy requires an awareness of how social and geographic contexts impact the development of life skills. Thus, the purpose of this study is to evaluate the life skills of students in urban and rural locations, assess the life skills of high school students who play extracurricular sports, and determine the variables that affect the development of life skills via sports participation.

It is anticipated that this study will contribute both theoretically and practically. Theoretically, this study can contribute to the body of knowledge about the correlation between area demographics, life skills, and athletic activities. In practice, schools and policymakers may use the findings as a foundation to create more inclusive extracurricular sports programs that are tailored to local requirements. Therefore, this study can offer fresh perspectives to promote the best possible growth of students' life skills.

2. METHOD

2.1 Participants

The research methodology used in this study is a quantitative descriptive approach, which means it aims to describe a scenario or event. The participants in this study were high school students who were in a rural environment. A total of 240 students were used as participants in this study consisting of 87 male students and 153 female students.

2.2 Research Design

This research design used a quantitative descriptive survey approach. This survey was conducted to collect quantitative data on the level of life skills of high school students in rural areas. Researchers can directly collect data from participants through specially designed questionnaires using a survey design. Thus, this research design allows researchers to gain an understanding of the life skills level of high school students in rural areas.

2.3 Instruments

The Life Skills Assessment Scale (LSAS), created by Pearson and Kennedy, is a research tool used to assess the level of life skills that adolescents possess. It consists of 15 questions divided into 5 dimensions: (1) interacting with other; (2) overcoming difficulties and solving problems; (3) taking initiative, (4) managing conflict; and (5) understanding and following

instruction (Kennedy et al., 2014). Removing individual elements does not affect the strong internal reliability of the instrument (Cronbach's α). For subsequent analyses, the overall score-the average of the five subscales-can be used. Internal reliability $\alpha = .86$) and inter-rater reliability were good ($r = .88, p < .01; z = 0.78; p > .05$); test-retest reliability was also good ($r = .86, p < .01; z = 0.02, p > .05$).

2.4 Procedures

Data was obtained through direct visits to high schools located in rural areas. Participants were asked to complete a 15-item life skills scale developed by Pearson and Kennedy.

2.5 Data Analysis

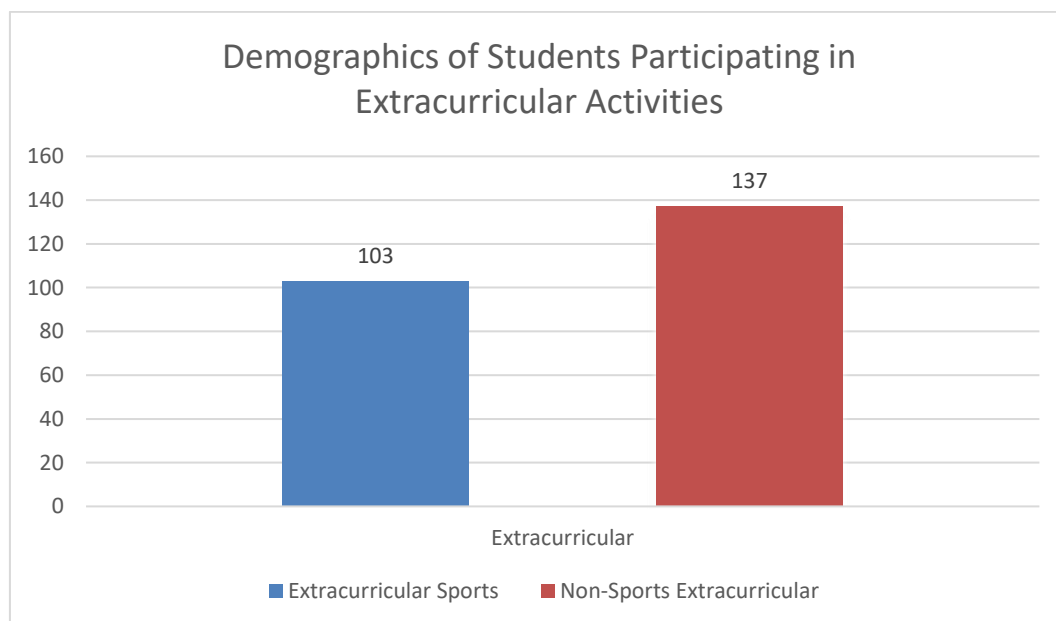
In this study, the data analysis used was percentage analysis. Through percentage analysis, the level of life skills is classified into low, medium, and high categories. The statistical tool SPSS 29.0 will be used to analyze all data.

3. RESULTS

Through the analysis of the data that has been done, the researcher examines the life skills of high school students through their participation in sports activities outside of school through extracurricular activities in rural areas.

Figure 1.

Demographics of Students Participating in Extracurricular Activities



Based on the information collected from 240 student responses, 137 students, or 57% of the total students, participated in non-sports-related extracurricular activities, while 103 students, or 43% of the total students, participated in sports extracurricular activities. The Statistical Package for the Social Sciences (SPSS) program was then used to examine the collected data.

Among the 103 students, the average life skills score of those participating in sports extracurricular activities was 60.51, with a standard deviation of 9.22 and a standard error of the mean of 0.91. The mean life skills score of the 137 students who participated in non-sports

extracurricular activities was 59.80, with a standard deviation of 9.00 and a standard error of the mean of 0.77. Demographic information on the life skills of students participating in sports and non-sports extracurricular activities is displayed in Table 1.

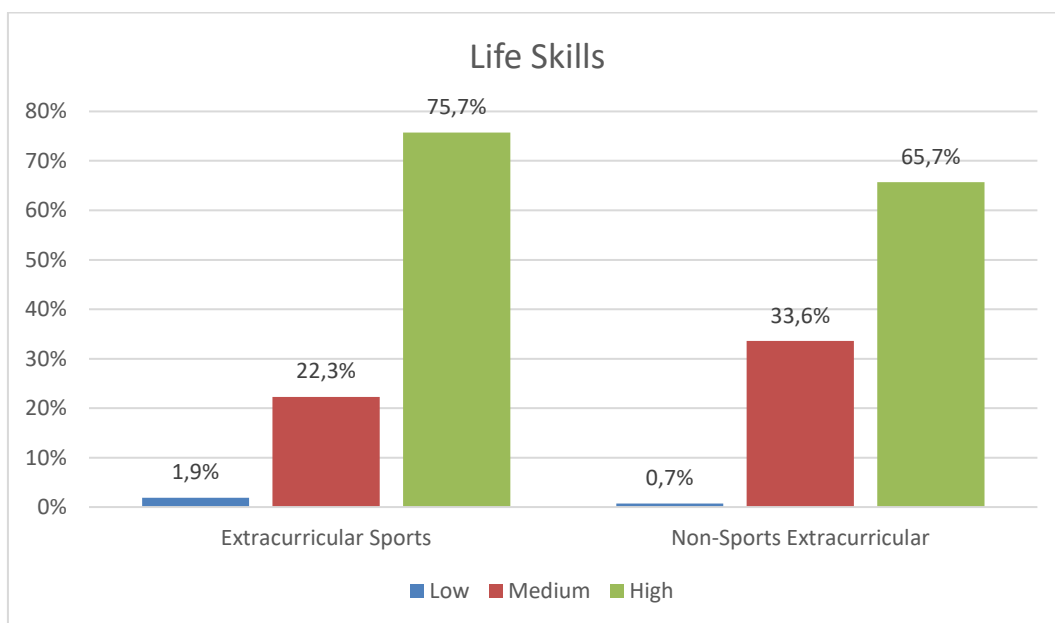
Table 1.

Demographics of Life Skills

| | Extracurricular | N | Mean | Std. Deviation | Std. Error Mean |
|----------------------|-----------------|-----|-------|----------------|-----------------|
| Life Skills Outcomes | Sports | 103 | 60,51 | 9,22 | ,91 |
| | Non-Sports | 137 | 59,80 | 9,00 | ,77 |

Figure 2.

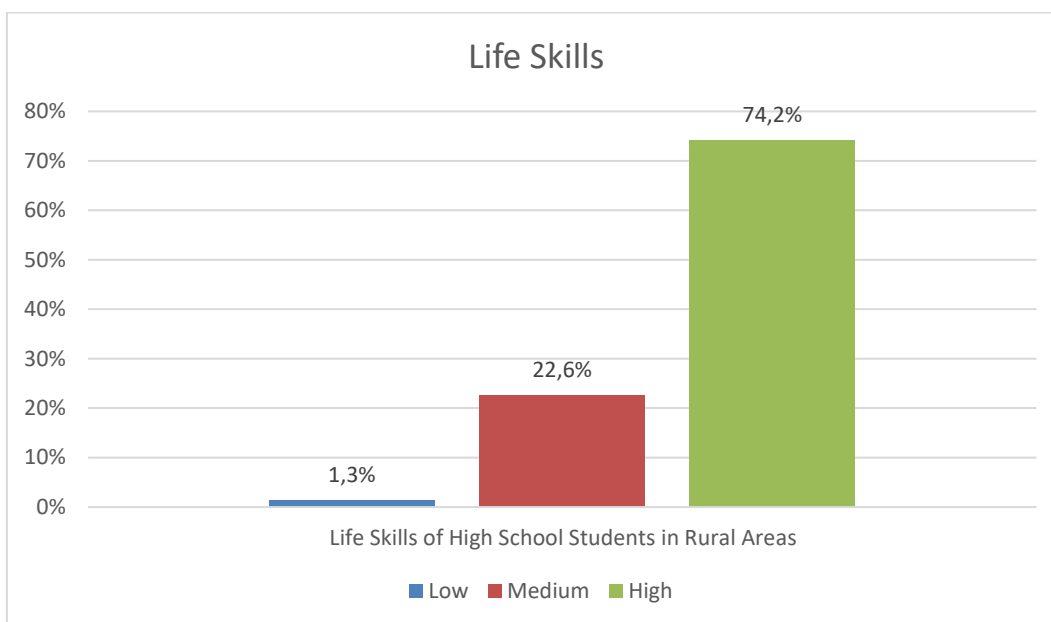
Graph of the Percentage Level of Life Skills of High School Students who Participate in Extracurricular Activities



Based on the percentage graph above, high school students who participate in extracurricular sports have a low level of life skills of 1.9%, a medium level of 22.3%, and a high level of 75.7%. Similarly, high school students who participate in non-sport extracurricular activities have a low level of life skills of 0.7%, a medium level of 33.6%, and a high level of 65.7%.

Figure 3.

Overall Life Skills Level of High School Students in Rural Areas



According to the graph below, 1.3% of high school students in rural areas who participated in extracurricular sports and non-sports had a low level of life skills, 22.6% had a medium level, and 74.2% had a high level.

Table 2.

The Results of Independent-Samples Mann-Whitney U Test Comparison of Life Skills of High School Students by Extracurricular Activities

| | Life Skills Outcomes |
|------------------------|----------------------|
| Mann-Whitney U | 6677,000 |
| Wilcoxon W | 16130,000 |
| Z | -,712 |
| Asymp. Sig. (2-tailed) | ,477 |

a. Grouping Variable: Extracurricular

Based on the table of independent samples Mann-Whitney U Test results, the comparison of high school students' life skills based on extracurricular activities obtained Sig. (2-Tailed) = 0.477. If Sig. (2-Tailed) > 0.05, then there is no significant difference between the level of life skills of students who take part in sports extracurricular activities and students who take part in non-sports extracurricular activities.

4. DISCUSSIONS

The results showed that the level of life skills of high school students in rural areas was in a high level category with a percentage of 74.2%. Based on the participation of extracurricular activities, high school students who participate in sports extracurricular activities are in the high

level category with a percentage of 75.7% and high school students who participate in non-sports extracurricular activities are in the high level category as well with a percentage of 65.7%. Sig value found in the Mann-Whitney U test study of independent samples. (2-Tailed) = 0.477. This finding indicated that there was no significant difference in the life skills of secondary school students who participated in extracurricular sports compared to those who participated in non-sport extracurricular activities (Sig. (2-Tailed) > 0.005).

The results of this study are relevant to the theory of Positive Youth Development (PYD). Through five essential components: competence, confidence, social relationships, character, and caring, Positive Youth Development (PYD) aims to enhance positive youth strengths (Lerner et al., 2005). Participating in sports as an extracurricular activity provides children with practical experiences that enhance their social, collaboration and leadership skills. PYD highlights how important it is for teenagers to actively participate in a nurturing environment to improve their life skills.

The three fundamental psychological requirements identified by Self Determination-Theory, namely autonomy, competence and relatedness are what drive people to succeed (Deci & Ryan, 2000). Through decision-making, achievement and social contact with the team or coach, children in sports develop a sense of autonomy, competence and relatedness. Sport encourages an intrinsic desire to acquire life skills, according to Self Determination-Theory.

A person's increased knowledge and confidence about their life skills and their ability to use them more effectively is called wellness skills. Life skills are personal resources, traits, and skills such as goal setting, emotional management, self-esteem, and work ethic. These skills can be acquired in sport and applied in non-sport settings (Camiré et al., 2022). It is possible to build life skills through a process of skills transfer in a habit-forming way, both within and outside of sport (Bradley & Conway, 2016).

Adolescent growth can be significantly affected by sports activities. On the other hand, certain actions do not necessarily result in better growth. Participation in sports can be beneficial, but it is not enough to promote development (Gumilar et al., 2023). Depending on how well the complex relationships that occur between individual, social, and environmental factors work, sports programs can support adolescent growth (Turnnidge et al., 2014).

Other factors, such as the demographics of rural areas, can influence a person's level of life skills. According to a recent study by Ding et al. (2023) there are a number of notable differences between rural and urban people's participation in physical activity. The study showed that people living in rural areas are often more physically active in their daily lives, such as walking rather than using cars or doing manual labor. On the other hand, institutionalized physical education programs in gyms or sports complexes are more common among urban communities.

There are seven characteristics of rural communities according to Roucek and Warren (1962) in (Murdiyanto, 2020). These characteristics include the importance of primary groups, the use of geographical factors as the basis for the formation of groups and associations, more intimate and enduring relationships, homogeneity, low social mobility, greater emphasis on the family as an economic unit, and a higher percentage of children. This is one of the factors why high school students in rural areas have a high level of life skills in the high category, both those participating in sports and non-sports extracurricular activities.

5. CONCLUSIONS

From the results of this study it can be concluded that the level of life skills of high school students in rural areas is in a high level category, both those who take part in extracurricular sports and non-sports so that there is no significant difference between the level of life skills of high school students who take part in extracurricular sports and non-sports. The characteristics of homogeneous rural communities, more intimate and durable relationships, and often more physically active are one of the factors that make the life skills of high school students in rural environments in a high level category.

By joining high school students in extracurricular activities can help the development of their life skills, both extracurricular sports and non-sports. This can be a reference for parents, teachers, and educational institutions to encourage adolescents to participate in extracurricular activities or other positive out of school activities.

Acknowledgment

Thank you to all those who have been involved in the preparation this article, especially all students of SMA Negeri Tanjungsari who have been willing to be participants in this study.

REFERENCES

- Adeyemo, S. A. (2010). *The relationship between students ' participation in school based extracurricular activities and their achievement in physics*. 1(November), 111–117.
- Bradley, J. L., & Conway, P. F. (2016). A dual step transfer model: Sport and non-sport extracurricular activities and the enhancement of academic achievement. *British Educational Research Journal*, 42(4), 703–728.
- Bronfenbrenner, U. (1979). The ecology of human development: Experiments by nature and design. *Harvard University Press Google Schola*, 2, 139–163.
- Camiré, M., & Kendellen, K. (2016). Coaching for positive youth development in high school sport. In *Positive youth development through sport* (pp. 126–136). Routledge.
- Camiré, M., Newman, T. J., Bean, C., & Strachan, L. (2022). Reimagining positive youth development and life skills in sport through a social justice lens. *Journal of Applied Sport Psychology*, 34(6), 1058–1076.
- Catalano, R. F., Berglund, M. L., Ryan, J. A. M., Lonczak, H. S., & Hawkins, J. D. (2004). Positive youth development in the United States: Research findings on evaluations of positive youth development programs. *The Annals of the American Academy of Political and Social Science*, 591(1), 98–124.
- Caterino, M. C., & Polak, E. D. (1999). Effects of two types of activity on the performance of second-, third-, and fourth-grade students on a test of concentration. *Perceptual and Motor Skills*, 89(1), 245–248.
- Danish, S., Forneris, T., Hodge, K., & Heke, I. (2004). Enhancing youth development through sport. *World Leisure Journal*, 46(3), 38–49.
- Deci, E. L., & Ryan, R. M. (2000). The " what " and " why " of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268.

- Gazda, G. M., & Brooks Jr, D. K. (1985). Social/life-skills training. *Journal of Group Psychotherapy, Psychodrama and Sociometry*, 38(1), 1–65.
- Goldsmith, E. B. (1996). *Resource management for individuals and families*. West Publishing Company St Paul, MN.
- Gould, D., & Carson, S. (2008). Life skills development through sport: Current status and future directions. *International Review of Sport and Exercise Psychology*, 1(1), 58–78.
- Gould, D., Collins, K., Lauer, L., & Chung, Y. (2007). Coaching life skills through football: A study of award winning high school coaches. *Journal of Applied Sport Psychology*, 19(1), 16–37.
- Holt, N. L., Neely, K. C., Slater, L. G., Camiré, M., Côté, J., Fraser-Thomas, J., MacDonald, D., Strachan, L., & Tamminen, K. A. (2017). A grounded theory of positive youth development through sport based on results from a qualitative meta-study. *International Review of Sport and Exercise Psychology*, 10(1), 1–49.
- Johnston, J., Harwood, C., & Minniti, A. M. (2013). Positive youth development in swimming: Clarification and consensus of key psychosocial assets. *Journal of Applied Sport Psychology*, 25(4), 392–411.
- Jones, M. I., & Lavalley, D. (2009). Exploring perceived life skills development and participation in sport. *Qualitative Research in Sport and Exercise*, 1(1), 36–50.
- Kennedy, F., Pearson, D., Brett-Taylor, L., & Talreja, V. (2014). The Life Skills Assessment Scale: Measuring life skills of disadvantaged children in the developing world. *Social Behavior and Personality*, 42(2), 197–209. <https://doi.org/10.2224/sbp.2014.42.2.197>
- Kohl III, H. W., & Cook, H. D. (2013). *Educating the student body: Taking physical activity and physical education to school*.
- Lerner, R. M., Lerner, J. V, Almerigi, J. B., Theokas, C., Phelps, E., Gestsdottir, S., Naudeau, S., Jelicic, H., Alberts, A., & Ma, L. (2005). Positive youth development, participation in community youth development programs, and community contributions of fifth-grade adolescents: Findings from the first wave of the 4-H study of positive youth development. *The Journal of Early Adolescence*, 25(1), 17–71.
- Ludden, A. B. (2011). Engagement in school and community civic activities among rural adolescents. *Journal of Youth and Adolescence*, 40, 1254–1270.
- Moore, K. A. (2000). *Children's behavior and well-being: Findings from the National Survey of America's Families*.
- Murdiyanto, E. (2020). *Sosiologi perdesaan*. Lembaga Penelitian dan Pengabdian Kepada Masyarakat (LP2M) UPN "Veteran" Yogyakarta Press.
- Nagaraju, M. T. V. (2016). Strategies to promote life-skills among adolescents. *European Journal of Education Studies*.
- Nuri, F. P., Pitoewas, B., & Yanzi, H. (2016). *Pengaruh Kegiatan Ekstrakurikuler Terhadap Perkembangan Life Skills Peserta Didik Sma Yp Unila*. Lampung University.
- Opstoel, K., Chapelle, L., Prins, F. J., De Meester, A., Haerens, L., van Tartwijk, J., & De Martelaer, K. (2020). Personal and social development in physical education and sports: A

- review study. *European Physical Education Review*, 26(4), 797–813.
- Pierce, S., Gould, D., & Camiré, M. (2017). Definition and model of life skills transfer. *International Review of Sport and Exercise Psychology*, 10(1), 186–211. <https://doi.org/10.1080/1750984X.2016.1199727>
- Ronkainen, N., Aggerholm, K., Allen-Collinson, J., & Ryba, T. V. (2023). Beyond life-skills: talented athletes, existential learning and (Un) learning the life of an athlete. *Qualitative Research in Sport, Exercise and Health*, 15(1), 35–49.
- Rulyansah, A., & Sholihati, M. (2018). Pengembangan Modul Berbasis Kecakapan Hidup pada Pelajaran Matematika Sekolah Dasar. *MUST: Journal of Mathematics Education, Science and Technology*, 3(2), 194. <https://doi.org/10.30651/must.v3i2.2088>
- Supriatna, M. (2006). Pengembangan Kecakapan Hidup di Sekolah. *Pengembangan Kecakapan Hidup Di Sekolah*, 11.
- Turnnidge, J., Côté, J., & Hancock, D. J. (2014). Positive youth development from sport to life: Explicit or implicit transfer? *Quest*, 66(2), 203–217.
- Whitley, M. A., Massey, W. V., & Leonetti, N. M. (2016). ‘Greatness (un) channelled’: the role of sport in the life of an elite athlete who overcame multiple developmental risk factors. *Qualitative Research in Sport, Exercise and Health*, 8(2), 194–212.
- World Health Organization. (1999). Partners in life skills education. *World Health Organization, Department of Mental Health*.
- Yabunaka, Y., Kametani, R., & Tsuchiya, H. (2023). Generalization of Psychosocial Skills to Life Skills in Collegiate Athletes. *Sports*, 11(2), 20.