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Original Article

Integrating life skills into small-game courses within the context of positive youth development.

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ABSTRACT

This study aims to obtain empirical evidence on the healthy development of adolescents in a small-sided game course by integrating life skills. A Matching-Only Pre-test Post-test Control Group Design utilizing a Quasi-Experimental Design methodology was applied as the research design. The study utilized a representative sample of fourth-semester students enrolled in the short game course. The sample consisted of three groups: Group A was the youth participating in the small-sided game course integrated with life skills (up to 24 individuals); Group B comprised the youth taking part in the small-sided game course without integrated life skills (up to 27 individuals); and a control group from another class (up to 25 individuals). The Life Skills Scale for Sport (LSSS) questionnaire instrument was employed in this research. Statistical analysis revealed that the t-count value of 5.295 is higher than the t-table value of 2.010. It indicates a significant difference between the groups or conditions compared in the analysis. The findings suggest that integrating life skills in the small-sided game course significantly impacts the measured outcomes. Further analysis and interpretation of the statistical results are required to understand the specific nature and magnitude of the observed differences. In conclusion, this study contributes to the understanding of promoting positive adolescent development by integrating life skills in a small-sided game course. The findings highlight the significance of incorporating life skills into sports education programs for fostering holistic growth among adolescents.

Keywords: *Positive youth development, small game learning, Life skills.*

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INTRODUCTION

Positive Youth Development (PYD) is a framework that has arisen in positive psychology as an alternative to the reactive, reductionist techniques that have historically been employed in youth work with emerging youth (Bean &

Forneris, 2016). The PYD framework necessitates a proactive approach, and it is defined as developing personal skills, including the mental, social, emotional, and intellectual traits necessary for youth to become contributing members of society (Lerner et al., 2011). PYD aims to prepare and involve qualified young people in their future development (Bean & Forneris, 2016).

Life skills are the competencies required to meet the demands and challenges of the future. The various components of life skills are physical (i.e. exercise, healthy eating habits), behavioural (goal planning), and cognitive (self-talk) (Hardcastle et al., 2015). The development of life skills in the youth potential development system still needs to be conducted infrequently. It has not helped significantly to lower unemployment, even though unemployment is primarily a problem of job availability. Thus, young people of productive age in social interaction, especially for the job, require life skills to compete and face the rigors and difficulties of real-world existence.

Youth is the beginning of an individual's existence, a moment of increased potential but also heightened vulnerability or risk (Sharma & Jain, 2013). According to Goudas (2010), life skills are considered a collection of skills that can yield the required competencies when mastered and correctly used. In line with the statement, life skills include interpersonal, intrapersonal, cognitive, and behavioural competencies that can be acquired, developed, and enhanced. Many parts of a person's life, such as academics, part-time jobs, friendships, and sports, can be assisted by life skills (Cronin & Allen, 2018). Moreover, the World Health Organization (1999) refers to the social adaption stages of adolescence or youth development.

In recent years, several studies have been undertaken to determine young athletes' biggest life skill requirements, for instance, in a survey of secondary school trainers conducted by Goudas (2010). It discovered that failure to take responsibility for one and others, poor communication and listening skills, and a lack of motivation and work ethic are the three areas adolescents require most to thrive.

It describes that athletic activities foster the development of life skills, but teenagers still need to learn how to apply these talents in daily life. Therefore, it is

required to transfer these skills (Kendellen et al., 2017). The transfer of skills involves fostering values such as discipline, teamwork, courage, and hard work so that they can apply them in the lives of teenagers outside of athletic activities. Additionally, teenagers need to learn problem-solving and decision-making skills and develop communication and collaboration abilities through athletic endeavours. Effective time management, self-management, and emotional skills are also crucial to transfer, enabling teenagers to apply them in their daily routines. By learning how to face failure, rectify mistakes, and manage emotions, teenagers can apply these skills to overcome obstacles and take healthy risks in their daily lives. The process of transferring athletic skills is important to ensure that teenagers can optimize their potential and talents beneficially and positively in their everyday lives.

Referring to the previous research conducted by Kendellen et al. (2017) through the game of golf, the research investigated an effort to incorporate life skills into golf learning tailored to the sport's peculiarities. In positive youth development, researchers are interested in the efficacy of short-game learning courses meant to increase life skills among physical education students at Siliwangi University. To improve research in the field of education, the researcher expects to supplement past research and feels compelled to investigate the effects of golf (Kendellen et al., 2017).

Consequently, integrating life skills is the focal point of a comprehensive examination of its significance relative to small-game sports that do not integrate life skills. Moreover, future research will focus on differences between groups learning structured and intentional (intentionally structured) life skills in small-game learning, specifically by integrating the life skill components, and the group treated with small-game sports coaching without the intervention of life skills components.

Despite recognising the value of integrating life skills into small-sided game learning courses in promoting positive youth development (PYD) among adolescents, more studies should explore more specific aspects that need further exploration. The existing literature lacks comprehensive studies examining the

effectiveness and outcomes of such integration on the overall development of adolescents, i.e.:

(1). A limited examination of specific life skills: As the integration of life skills into small-sided game learning courses are beneficial, there is a need for more focused research identifying and analysing specific life skills effectively incorporated into these courses. Understanding which skills are most relevant and impactful for adolescent development within small-sided game learning remains unexplored. (2). Lack of comprehensive assessment tools: Another research gap lies in the absence of standardized and comprehensive assessment tools to measure the effectiveness of integrating life skills into small-sided game learning courses. Developing reliable and valid assessment tools specifically tailored to evaluate the acquisition and application of life skills within this context would contribute significantly to the field. (3) Long-term impact and sustainability: While existing studies have examined the short-term effects of integrating life skills into small-sided game learning courses, there needs more research exploring the long-term impact and sustainability of these interventions. It is crucial to understand how these integrated approaches can positively influence adolescents' development beyond the immediate course duration and into their future endeavors. (4) Cultural and contextual factors: Research on integrating life skills into small-sided game learning courses often need consideration of cultural and contextual factors that may influence the effectiveness of these interventions. Exploring how cultural backgrounds, socio-economic factors, and environmental contexts interact by integrating life skills could provide valuable insights for developing more tailored and culturally responsive approaches.

Addressing these research gaps would contribute to a more comprehensive understanding of the integration of life skills into small-sided game learning courses and its potential to promote positive youth development among adolescents. It would provide valuable insights for educators, policymakers, and researchers in enhancing the quality of education and fostering the holistic development of students.

METHODS

This research applied experimental design because it aimed to investigate the integration of life skills into the learning of mini-gaming courses within the context of positive youth development.

In this study, the Matching-Only Pre-test Post-test Control Group Design was utilized. The research design is tailored to the characteristics of the research undertaken and the primary topics to be addressed. The Quasi-Experimental Design does not employ random assignment. Researchers employing this research design rely on additional strategies to control for (or at least decrease) internal validity risks (Fraenkael & Wallen, 2000). Table 1 contains a summary of the design.

Table 1

The Matching-Only Pre-test Post-test Control Group Design

Group A	S	O_1	X_1	O_2
Group B	S	O_1	X_2	O_2
Group C	S	O	C	O_2

Information:

Group A, the small-game learning group, received treatment. Group B was a group of mini game without receiving treatment. Group C was a group that was not involved in the mini games. Participants took part in each matched group (in certain variables but not randomly assigned groups).

O: There is no sample exam, O1: Pre-test (Initial Test), O2: Post-test (Final Test), X1: The experimental group's treatment (exercise integrated with life skills)., X2: Control group therapy (exercise without integration of life skills), C: No treatment

This study's population consisted of 191 fifth-semester college students. Concerning sampling, a good sample must represent the population as accurately as possible (Christensen et al., 2014). In other words, the features, and characteristics of the individuals in the sample reflect those of the population. Relevant to the concept, the sample is expected to represent the entire population. This study applied purposive sampling involving 76 college students as the participants. They were 18 to 20 years old, consisting of 24 students from class A, 27 from class B, and 25 from the control group.

The Serie 25 Statistical Product and Service Solution (SPSS) was applied as the tool to analyse the data. In this study, two phases of statistical research analysis were conducted. Moreover, the data description, recapitulation, tabulation, data normality test, data homogeneity test, and two average tests with the t-test are carried out. Two tests were provided for the t-test, i.e., a) the paired sample t-test and b) the independent sample t-test. A paired sample t-test was undertaken to determine the differences between the pre-test and post-test results.

a. Test for Data Normality

The data normality test aims to collect information on the normal data distribution. In addition, the data normality test is defined whether parametric or nonparametric statistics should be employed for the subsequent study. Input and analysis are performed using the examined data description on the SPSS Serie 25 menu. Regarding five data normality analysis tests, it includes Kolmogorov Smirnov, Shapiro-Wilk, QQ Plots, and Detrended normal Q.Q. Plots, and Spread V.S. Level Plots, comprise the SPSS 25 output normality test. The five analytical tests complement one another. This study applied the Shapiro-Wilk analysis for the normalcy test. According to the authors, the Shapiro-Wilk test is highly relevant for samples of more than or equal to 89 individuals or large sample groups. With the Shapiro-Wilk test, the number of samples exceeding 89 individuals or large samples has a high degree of significance.

b. Data Homogeneity Test

The test for data homogeneity was conducted after the test for data normalcy. The goal of the test for data homogeneity is to determine whether the data come from a homogeneous sample or population. In addition, it determines the type of statistical analysis performed to test the data hypothesis. The research data should be regularly distributed and homogeneous to meet the requirements of the parametric statistical test. With the SPSS Serie 25 software, the data homogeneity test is identical to the data normalcy test. Two analyses are also produced from the descriptive explore data output, e.g., normality and homogeneity. It refers to the SPSS calculation of Lavene output findings for testing the homogeneity of the data.

c. Testing of hypotheses

Testing the data hypothesis aims to draw inferences from the collected data. The results of tests for the normality and homogeneity of the data dictate the type of statistical analysis used to test the hypothesis and draw conclusions. The experiment aimed to determine whether there is a significant difference between learning life skills integrated with small-game courses and studying non-integrated life skills in short-game courses regarding positive youth development and improving life skills.

RESULTS AND DISCUSSION

Results

This chapter explains the research data using the t-test for two independent samples, two paired samples, and one sample. The outcomes of statistical processing are then analysed and discussed in multiple stages, notably data description, data normality test results, data homogeneity test results, and the t-test results for the two average tests. Two tests are offered for the t-test: the paired sample t-test and the unpaired sample t-test. The purpose of the examination was to examine the importance of test results before and after the integration of life skills.

Table 2
Preliminary Calculation Result (Pre-Test)

Source of Variance	Groups		
	Class with Life Skills in Mini-Game Learning	Class without Life Skills in Mini-Game Learning	Class without Life Skills & Mini-Game
Average	174,42	179	162,3
Variance	346,688	481,333	352,447
Standard Deviation	18,62	21,939	18,774
N	24	27	25

Table 2 above indicates that the starting average value of the group with life skills content is higher than the groups without life skills content. The group with life skills learned mini games integrated with life skills content. Meanwhile, the group taking part in mini-game learning and the group without mini-game learning activities were the groups that did not learn life skills content. Normality test

Normality Test Results

Table 3
Pre-Test Data of Normality Test

Source of Variance	Groups		
	Class with Life Skills in Mini-Game Learning	Class without Life Skills in Mini-Game Learning	Class without Life Skills & Mini-Game
Average	174,42	179	162,3
Variance	346,688	481,333	352,447
Standard Deviation	18,62	21,939	18,774
N	24	27	25
Significance	0,042	0,627	0,612
Description	Abnormal	Normal	Normal

The data is normally distributed if it is significant > 0,05

Table 4
Post-Test Data of Normality Test

Source of Variance	Groups		
	Class with Life Skills in Mini-Game Learning	Class without Life Skills in Mini-Game Learning	Class without Life Skills & Mini-Game
Average	197	171	169,19
Variance	299,304	345,833	481,464
Standard Deviation	17,3	18,597	21,942
N	24	27	25
Significance	0,326	0,542	0,009
Description	Normal	Normal	Abnormal

The data is normally distributed if it is significant > 0,

Homogeneity Test

Table 5
The Data of Homogeneity Test

Source of Variance	Groups	
	Class with Life Skills in Mini-Game Learning	Class without Life Skills in Mini-Game Learning
Average	197	171
Variance	299,304	345,833
Standard Deviation	17,3	18,597
N	24	27
Significance	0,762	
Description	Both classes have a homogeneous variance	

The data is homogeneous if it is significant > 0,05

Hypothesis Testing

Table 6
The Hypothesis Testing of Class with Life Skills in Mini-Game Learning Compared with Class without Life Skills in Mini-Game Learning

Source of Variance		Groups: Class with Life Skills in Mini-Game Learning	Groups: Class without Life Skills in Mini-Game Learning
Average		197	171
Variance		299,304	345,833
Standard Deviation		17,3	18,597
N		24	27
Test-t	$_t$ count	5,259	
	$_t$ table	2,01	
Description		Significant	

According to Table 6, in the group learning the life skills content, the calculated t-value is 5,259, and the t-table value is 2,01. It means the t-value is higher than the t-table value, and the null hypothesis is rejected. Therefore, the mini-game learning activities integrated with life skills content show a greater effect than those without learning life skills content. It demonstrates the influence of the life skills content integrated with mini-game learning activities varies.

Table 7
The Hypothesis test of Class with Life Skills in Mini-Game Learning Compared with Class without Life Skills & Mini-Game Learning

Source of Variance		Groups: Class with Life Skills in Mini-Game Learning	Groups: Class without Life Skills & without Mini-Game Learning
Average		197	169,19
Variance		299,304	481,464
Standard Deviation		17,3	21,942
N		24	25
test t	t count	5,259	
	t table	1,96	
Description		Significant	

The HO is rejected because the calculated t-value (5,259) of the group (Classes with Life Skills) is higher than the t-table (1,96), as described in Table 6. Therefore, the mini-game learning activities based on life skills indicate a greater effect than those groups without mini-game learning activities and without learning life skills content. It means that to enhance life skills, supplying life skill content for students taking part in mini-game learning activities has a different effect than giving life skills content to students who do not participate in mini-game learning activities and do not learn life skills content.

Table 8
The Hypothesis test of Class without Life Skills in Mini-Game Learning
Compared with Class without Life Skills & without Mini-Game Learning

Source of Variance		Groups	
		Class without Life Skills in Mini-Game Learning	Class without Life Skills & without Mini-Game Learning
Average		171	169,19
Variance		345,883	481,464
Standard Deviation		18,597	21,942
N		27	25
test t	$_t$ count	0,888	
	$_t$ table	1,96	
Description		Not significant	

Table 8 illustrates that HO is accepted because the calculated z-value (0.888) of the group (based on the life skills content) is less than the value of the t-table (1.96). Therefore, mini-game learning activities implemented in the group learning life skills content do not indicate a greater effect than the groups that do not learn life skills content. It means there is no difference between groups without life skills content in mini-game learning activities and those not receiving life skills content.

The hypothesis testing of this study used parametric and non-parametric statistical tests because not all the analysed data in each group were normally distributed. There were three proposed hypotheses. The first hypothesis examined the differences between the group taking part in mini-game learning activities integrated with life skills and those groups that were not integrated with life skills concerning the development of life skills. There is a statistically significant difference in the results of the hypothesis test between the class taking part in mini-game learning activities integrated with life skills content and those groups without learning life skills material.

Comparing the average score of the group learning life skills content to the groups that did not learn life skills content, the group learning life skills content attained a higher average score. The group learning content of life skills had a considerable impact, as evidence indicates the t-count (5,295) is higher than the t-table (2,010). It is in line with the theory of Bean and Forneris's (2016), stating that Sports programs intentionally intended to teach life skills are more conducive to positive adolescent development than unintentional sports programs. Students

are more attentive to the material when offered a life skills program, which improves life skills.

The second hypothesis investigates the disparities in the types of activities pursued. It examined the differences between groups learning life skills content in mini-game learning activities and the group that did not learn life skills content in mini-game learning activities. Life skills emphasize positive adolescent development. However, not all positive youth development initiatives emphasize life skills development (Gould & Carson, 2008). The average value of the group involved in small game learning activities and learned life skills content is 197. In contrast, the average value of the group that did not participate in small game learning activities and did not learn life skills content is 169.19. The group engaged in mini-game learning activities and learned the content of life skills showed a considerable impact, so the z-count (4.31) is higher than the z-table's (1.96).

The third hypothesis investigated the differences in the participation result. It explored the differences between groups learning life skills material in mini-game learning activities and groups without learning life skills content or without participation in mini-game learning activities. The average value of the groups involved in mini-game learning activities without learning life skills information was 171. It indicates that the result is higher than the group that did not participate in the groups. One of the eight components of life skills is the most influential in its development is illustrated in Table 9 below:

Table 9
Kruskall Wallis test (Outcomes of Variable Difference Tests)

Variable	Average	Variance	Standard Deviation	Significance	Conclusion
Teamwork	3,46	5,998	2,449	.002	There is a significant difference in average
Destination placement	4.08	6,688	2,586		
Time Management	3,04	9,172	3,0329		
Emotional skills	3,33	5,101	2,259		
Interpersonal skills	1,83	2,493	1,579		
Social skills	1,67	2.058	1,435		
Leadership	3,08	7,123	2.669		
Problem solving & decision making	2,08	2,341	1,530		

The Kruskal-Walli's test is a non-parametric statistical test used to compare more than two variables and determine whether there is a significant difference between them. If the significance is less than or equal to 0.05, there is a statistically significant difference between the means. Referring to Table 8, there is a substantial average difference. With a mean value of 4.08, the goal-setting variable is the most notable element of the first phase of its development. It is relevant to the concept proposed by Locke and his associates developed the theory of goal setting. Locke formulates a theory of goal setting inspiring hundreds of studies in industrial and organizational contexts, and more recently, in sports (Weinberg & Gould, 1999).

Discussion

As mentioned in the collected and analysed data, the research findings addressing the development of life skills through the study of minor games and sports require discussion of a few topics. Referring to the collected data, a normality test is conducted as a condition or assumption for numerous parametric tests. Having analysed the data, the finding indicates that there were aberrant data. Thus, the different non-parametric statistical test was conducted. If the data is neither normal nor homogeneous, normal but not homogeneous, or vice versa, not normal but homogeneous, non-parametric statistics are employed.

The average value of implementing mini games without learning life skills material is 169.19. Moreover, the z-count of 0.888 is less than the t-table of 1.96. It means that the group participating in mini-game learning activities without learning content on life skills does indicate a meaningful effect. It is because neither group received treatment. The findings are relevant to the statement of Bean & Forneris (2016) that sports performed consciously and systematically can be used to improve life skills and promote good adolescent development. Students participating in sports activities can increase their understanding of the significance of sports. Meanwhile, incorporating life skills programs into mini-game learning activities can be a model for teaching life skills. This research investigated life skills integration consisting of eight components of life skills conducted for eight meetings. Each meeting focused on a single component of life

skills. At the subsequent meeting, the participants reviewed the components they had learned in the previous meetings (Male, 1998).

Setting goals is an essential component of life skills for both teachers and students. Referring to the period of the study process, students were more focused on their goals, whether individual or group objectives. The goals set should be clear but rather specific. The goal-setting concepts are specificity, difficulty, commitment, feedback, and task difficulty (Nurkholis, 2013).

Concerning teamwork, it is the second most important factor, with an average score of 3.46. Learning to work together as a team and overcoming collaboration problems is a significant aspect of the sports experience (Zaccaro et al., 2001). Moreover,e learning in a small game is highly dependent on teamwork. Every time kids participate in physical activities, cooperation is required, whether we know it or not. Regarding emotional proficiency, it is the third most important factor indicating an average value of 3.33. Emotions are fundamentally impulses to act. Throughout the learning process, students are constantly reminded to manage their emotions. As students are joyful, they should show their happiness, but when they are unhappy or disappointed, they should be able to accept it gracefully.

Leadership is the fourth most important factor, with an average score of 3.08. Students are accustomed to serving as leaders for themselves or their peers. For instance, they led a prayer at the beginning of an activity and served as team captains. Time management is the sixth most important factor, with an average score of 3.04. Time management controls time to ensure effectiveness, efficiency, and productivity. Students are accustomed to coming on schedule, controlling their time during instruction, and concluding instruction at a certain time. With an average score of 2.08, problem-solving or decision-making is the sixth most important factor. Problem-solving is the endeavour to discover a solution to a problem. Students should be able to solve the problem when it arises. Problem-solving can be accomplished individually or collectively.

Interpersonal communication is the sixth most prevalent factor, with an average value of 1.83. Every time students participate in physical activities, they are reminded of the importance of communication in team sports, which is

essential for achieving the predetermined team goals. Social skills, with an average value of 1.67, are the seventh most prominent factor. The social skills component has the least amount of development. It refers to the personality of most students residing near the school setting, which stores surround because the school atmosphere is not conducive to student success. However, the eight components observed in the research results increased significantly.

Educating teenagers with content on life skills is extremely beneficial in preparing them for life now and in the future. Bean et al. (2022) state that life skills are the abilities required to meet the demands and obstacles of everyday living. Moreover, life skills are a set of competencies that help individuals succeed in many situations, including school, their homes, and their communities (Bean et al., 2022).

Teenagers' acquisition of life skills is aided by using small-game learning exercises. Maureen R. Weissa demonstrated that golf activities could significantly impact youth development and their lifespan through sports (Gulbin et al., 2013). In sports, individual experience may be essential for healthy development and engagement (Dlis et al., 2022).

CONCLUSION

Students participating in mini-game learning activities can increase their understanding of the significance of sports. Meanwhile, life skills programs incorporated into mini-game learning activities can be an excellent model for acquiring life skills. The significance of life skills programs for adolescents, particularly those in college. The life skills program can prepare students to deal with the problems they may encounter through a few personal issues. According to the research findings, the group learning life skills content shows a greater impact than the group that does not learn life skills content and does not participate in mini-game learning activities.

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