



LIFE SKILL DEVELOPMENT THROUGH VOLLEYBALL SPORTS IN THE POSITIVE YOUTH DEVELOPMENT FRAMEWORK

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Abstract

Recreational sports in colleges have contributed positively to student development resulting in various physiological, psychological and social benefits. The purpose of this article is to understand the benefits that students get from participating in recreational sports in college. This literature study was started by using keywords in five databases containing credible English-language journals. The results of this study contained five important benefits of college recreational sports activities, including: physiological benefits, academic achievement benefits, self-esteem benefits, social benefits and stress management benefits. Further expected from this research is research and literature on the benefits of participation in college recreational sports, collectively the positive impact of college recreational sports on college campuses. To change the idea that student participation in college recreational sports programs is a negative activity and it is hoped that through this research universities understand the important benefits of recreational sports participation, college recreational sports programs need to be part of student activities on campus both formally in academics and academics. non-formal in extracurricular.

A systematic review was conducted to investigate the literature on the effectiveness of comprehensive life skills programs. Life skills development has been linked to participation in sports in general, as well as volleyball and other physical activities that will be tried in Indonesia. This is aimed at encouraging the positive development of young people so that they have better opportunities for quality living in the future. This can happen when the coaches understand correctly how life skills are integrated structurally and intentionally in the process of volleyball training for the positive development of young people. This article will discuss matters relating to the types of environments that trainers need to create so that players can develop life skills, form a formal training process for trainers, and finally practice as well as experimentation on how life skills are integrated into volleyball training. The results of this experiment will be a further study to find out the special features of life skills integration that are integrated in a structured and intentional manner compared to unintentional structured and with no involvement at all in the context of positive development of young people.

Keyword: *Life Skill*1, *Positive Youth Development*2, *Coaches*3, *Sport*4, *Volleyball*5.

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1. INTRODUCTION

Teenagers often targeted for drug use, violence, HIV/AIDS virus outbreaks, socio-economic problems. Especially for adolescents who lack skills, both personal, cognitive, and social skills, will be increasingly vulnerable to the issues above. Some studies suggest that so that adolescents can ensure their personal and social success, life skills such as emotional, cognitive, behavioral, and individual

resilience, play an essential role (Langfort at all,2015). World Health Organization Other research also mentions that psychosocial abilities enable children and adolescents to recognize, interact, influence, and relate to other people in different environments. This causes them to have positive mental health and well-being (Savoji at all,2013; WHO, 1993). Life skills identified as a crucial resource in the development of psychosocial, emotional, cognitive, behavioral, and resilience skills. So, it is expected that adolescents can negotiate challenges every day and engage positively and productively in society (Desai, Murlir 2010).

The challenges faced by adolescents in dealing with daily life, as well as the age of transition to maturity, really require information and get positive choices in life. So, it is not surprising that research on life skills to educate teenagers increases. Life skills have become essential programs throughout the world, especially those aimed at preventing alcohol, drug, and smoking abuse (Wynn at all, 2010; huang at all, 2012; Mandel, 2006). This program also used in sports, risk behaviour, and sexual and reproductive health programs (Jones, 2009).

Most articles frame their content with life skills programs but have not been much discussion about the effectiveness of this program for the behaviour of prospective athletes. While the efficacy of this program on athlete behaviour is needed because the environment is required and positive input to build confidence, identity, and a competitive spirit (Danis at all, 2005; Danish at all, 1997). Research on life skills in volleyball sports has also carried out (Papacharisis at all, 2005; Goudas at all, 2008; Amung at all, 2018). However, this research has not touched on essential aspects that determine behaviour change towards positive development. While knowledge about this is very critical to find the effectiveness of the program on the athlete's future. Therefore, a systematic literature review of previous studies is needed to get a synthesis of life skills variables that have the most crucial role in the formation of volleyball athletes.

Life Skills Education

Life skills education is one of the non-formal education programs that has an important role in order to equip citizens to learn to be able to live independently. World Health Organization defines life skills as a skill that has the ability to be able to adapt and behave positively. Thus, allowing a person to be able to deal with various demands and challenges in life more effectively. Life Skills Education aims to equip people, especially younger generation, with the right knowledge of attitudes needed when taking risks, communicating, assertiveness, self-awareness, problem-solving, critical and thinking to protect them from abuse and exploitation (UNICEF, 2015; WHO, 1993). It is a person's ability to maintain a state of mental well-being and to demonstrate this in adaptive and positive behavior while interacting with others, his/her culture and environment (WHO, 1997).

Another definition says that life skills are skills that a person must have in order to be happy in life (Botvin at all, 2004). Life skills are skills needed for work other than in the academic field. Meanwhile the Ministry of Indonesia National Education's Broad base education team defines life skills as skills possessed by someone to be brave and willing to face all life's problems actively and proactively so that they can solve their problem.

Life Skills aspect varies depending on their needs. For instant, in countries such United State, United Kingdom and Germany, Life Skills Education program are used to help adolescents in the rejection of tobacco, alcohol, drug abuse, prevention of the HIV/AIDS virus, perception about sexual activity and condom use (Botvin at all, 200; Campbell at all, 2009). Although other studies (Yankah at all, 2008) also see the application of LSE in countries such as Africa, Latin America, Asia and the Pacific.

Seeing the needs and nature as non-formal skills, the application of life skills education carried out through a participatory learning approach model based on needs and results. In accordance with that, the goal that Life Skills education is built to foster positive and adaptive attitudes to support someone to reduce risk and take advantage of constructive behavior. For example, the LSE proposed by WHO is an educational intervention designed to address the focus areas of life skills with participatory learning based on needs and results (UNICEF, 2003); UNICEF, 2015). Likewise, the opinion of other researchers that the primary purpose of LSE is to develop positive and adaptive behavior by supporting individuals to practice and develop psychosocial skills that can reduce risk and utilize constructive action (Munsi at all, 2014; Prajina and Prem Singh 2014). So life skills are designed to be taught through learning experiences such as role-playing, modeling, and practice.

Another model that is often used to teach life skills is the infusion model, which has the goal of integrating prevention goals and activities into subjects. In the end, this model will inclusively include this life skills education in a set of primary school curriculum subjects (Smith at all, 2014). In this model, the delivery of life skills is not limited to several numbers of meeting sessions. Educators can incorporate these life skills content at any time in the subject they are in, but better guarantee that all components are distributed across all topics. This model is effective in reducing smoking, binge drinking, and cannabis use (Vicary at all, 2004; Botvin at all, 2004).

Life Skills Program in Sport

Life skills and sports skills have several similarities (Danish at all, 1997). The research is studied in the same way through demonstration, modeling, and practice (Danish,1981). Second, skills learned in one domain can be transferred to other areas. Some of these skills are the ability to perform under pressure, solve problems, meet deadlines and challenges, set goals, communicate, deal with successes and failures, work with groups and in a system, and receive feedback and benefits from them. Sport can provide a valuable vehicle for teaching life skills when these lessons are learned and transferred.

The research mentioned above refers more to how exercise can support the achievement of one's life skills. Life skills are defined as 'those internal personal assets, characteristics and skills such as goal setting, emotional control, self-esteem, and hard work ethics that can be facilitated or developed in sports and transferred for use in non-sport settings (Gould at all, 2008). Life skills through sports have become a topic of interest by researchers. Several reviews of the literature (Camiré at all, 2014; Gould at all,2008; Fraser at all, 2005; Turnnidge at all, 2014).

But actually, in sports itself, athletes are often required to have life skills. For example, in a relatively fast time, a volleyball player must decide to hit hard or put the ball in front of the net, thus earning points for the team. This is a small example of life skills that must be possessed by an athlete. So, the life skills variables are important to be studied more deeply, so as to be able to provide an overview for the coaches, what are the important life skills to be given to the players.

2. METHODS

This paper using a Systematic Literature Review. Published literature reviews are carried out using databases in the form of Science Direct, and Tandfonline.

Procedure

Then, the article was searched on Google Scholar and Google. All articles found were taken into consideration for this literature review. At the first step, we found 1053 articles about Life Skills in Volley Ball, and 321 articles about Positive Youth Development in Volleyball from ScienceDirect. While

from Tandfonline, we found 4135 articles about Life Skills in Volley Ball, and 1858 articles about Positive Youth Development in Volleyball.

After the basic work is done, the second step is filtering. Specifically, our filtering literature scanning process focuses on identifying articles that include Life Skills in Volleyball and Positive Youth Development in Volleyball articles published between 2016 and January 2020. From ScienceDirect, we continue to review from journal Psychology of Sport & Exercise (32 articles of Life Skills in Volleyball and 28 articles of Positive Youth Development in Volleyball), Journal children and youth services review (6 articles of Life Skills in Volleyball and 8 articles of Positive Youth Development in Volleyball). From Tandfonline, after the second step we found 365 articles Life Skills in Volleyball and 287 articles of Positive Youth Development in Volleyball on sport and leisure subject.

Data Analysis

Finally, to make a data analysis use the content-based analysis process. It is different from previous reviews that look for articles based on titles, abstracts, or keywords, next manual review focusing on full length article content.

Table 1. Number of articles founded in every steps

Database	1 st step		2 nd Step		3 rd step	
	filter: Keyword		filter: Year of publication between, subject, journals		full length article content.	
	Life Skills in Volleyball	Positive Youth Development in Volleyball	Life Skills in Volleyball	Positive Youth Development in Volleyball	Life Skills in Volleyball	Positive Youth Development in Volleyball
ScienceDirect	1053	321	38	36	1	1
Tandfonline	4135	1858	365	287	8	2

3. RESULT

Based on theoretical framing models that focus on sports (Chalip, 2006), in this review will provide a comprehensive analysis of the emerging theoretical developments regarding Life Skills in Volleyball Sports and Positive Youth Development in Volleyball Sports. Each of these is presented briefly and subsequently discussed, taking into account previous engagements by researchers, including their suggestions and expansion, recommendations for the development of theory or conceptualism, and overall criticism.

Table 2 provides a summary of the articles contained in this review and how/to what extent these works have interacted with two theoretical and conceptual frameworks.

Table 2. Summary of articles reviewed

Database	No	Title and Authors	Journal	Issues
Science Direct	1	Applying in life the skills learned in sport: A grounded theory (Kendellen, Camiré, 2018)	Psychology of Sport & Exercise	examine how athletes apply in life the skills learned or refined in sport

	2	Investigating discrepancies in program quality related to youth volleyball athletes' needs support. (Bean et al, 2016)	Psychology of Sport & Exercise	Associations between program quality and youth volleyball athletes' basic needs support.
Tandfonline	1	Transfer of Life Skills in Sport-Based Youth Development Programs: A Conceptual Framework Bridging Learning to Application (Jacobs and Wright, 2017)	Journal Quest	a conceptual framework illuminating how certain cognitive processes are an underlying feature that connect student learning to application in SBYD programs.
	2	Football, sport and the development of young people's life skills (Cope et al, 2016)	Sport in Society Cultures, Commerce, Media, Politics	<p>Drawing on the concept of positive youth development through sport:</p> <ul style="list-style-type: none"> • types of environments coaches need to create in order for players to develop life skills. • formal coach education and its role in developing coaches' knowledge of life skills development. • alternative explanation of how people's exposure to certain social contexts results in the development of life skills.
	3	A Systematic Review of Life Skill Development Through Sports Programs Serving Socially Vulnerable Youth (Hermens et al, 2017)	Research Quarterly for Exercise and Sport	Life skill improved in youth who participated in the studied sports program
	4	Taught not caught: exploring male adolescent experiences of explicitly transferring life skills from the sports hall into the classroom (Allen and Rhind, 2018)	Qualitative Research in Sport, Exercise and Health	examine the life skill learning and transfer experiences of 20 male participants (12–13 years of age) in a school context.
	5	Thinking about the transfer of life skills: Reflections from youth in a community-based sport programme in an underserved urban setting (Jacobs & Wright, 2019)	International Journal of Sport and Exercise Psychology	examine youth perceptions of transfer of life skills from sport to life, with an emphasis on how they think about application of life skills
	6	An alternative application of imagery in youth sport: Promoting the transfer of life skills to other contexts (Jacobs & Wright, 2016)	Journal of Sport Psychology in Action	proposes imagery as one potential strategy for facilitating this transfer of learning process from a youth development framework.
	7	Going beyond the interview: Methodological considerations for "getting at" life skills transfer using a	Qualitative Research in Sport,	detailing a longitudinal integrated qualitative approach that can be

	longitudinal integrated qualitative approach	Exercise Health	and	used to examine life skills transfer from sport to life
	(Kendellen & Camiré, 2019)			
8	The Implicit/Explicit Continuum of Life Skills Development and Transfer	Journal Quest		an implicit/explicit continuum of life skills development and transfer is presented and distributed across six levels: (a) structuring the sport context, (b) facilitating a positive climate, (c) discussing life skills, (d) practicing life skills, (e) discussing transfer, and (f) practicing transfer.
	(Bean et al, 2018)			
9	A grounded theory of positive youth development through sport based on results from a qualitative meta-study	International Review of Sport and Exercise Psychology		create a model of positive youth development (PYD) through sport grounded in the extant qualitative literature
	(Holt et al, 2016)			
10	Ties That Bond: Youth Sport as a Vehicle for Social Identity and Positive Youth Development	Research Quarterly for Exercise and Sport		understanding how the group dynamics of a sport team influence positive youth development (PYD)
	(Bruner et al, 2017)			

4. DISCUSSION

The life skills process (ie, sport to life) involves three interrelated stages: (a) life skills learning in sport, (b) life skills transfer, and (c) life skills application in at least one life domain beyond sport (Scott et al, 2017). But in the literature traced, researchers discussing the life skills process at the learning in sport stage are very rarely done. Kelsey Kendellen's and Martin Camiré's research discusses how athletes perform life skills in the third stage, namely the application of life skills in daily life. The implementation of life skills is framed as an ongoing process of (a) decision making, (b) application, (c) assessment, and (d) adaptation. Athletes consciously consider many factors in deciding to apply Life Skills. Once implemented, it evaluates the application effort, which results in changes in people's behavior. As a result of experiencing the application cycle, athletes gain new knowledge which if needed can be used to adjust their future behavior to meet better needs. The changing context of people influences the athlete's decision making process if/when new life skills application opportunities are presented. By applying in life, skills learned in sports are framed as a process of developing cycles that occur over time and don't have a definite end point.

Despite the widespread belief that the strong aim in education and sport is to inspire students to apply what they learn in new situations in life, transfer is widely considered a controversial and complex topic in education (Bransford, Schwartz, 1999) and sports (Gould, Carson, 2008). The SBYD literature is firmly rooted in research that illustrates the quality of programs that promote the transfer of life skills (Camire et al, 2012); or assess behavioral outcomes that might result from sports participation (Camire, 2009).

There has not been any research specifically discussing the process of learning life skills in the field of sports. The institution that actively campaigns for life skills is WHO to address the mental health problems of children and adolescents. Since 1993, WHO has compiled documents to assist in the development of further life skills education. The aim is to outline a framework for the development of life skills programs, both conceptually and practically. The material focuses on teaching life skills for

children and youth in school. Therefore, the document is targeted at institutions involved in developing school curricula, health education, and developing school-based health and social interventions. It is being circulated as part of the Mental Health Program, WHO, Geneva life skills project.

Psychosocial competence is one's ability to deal effectively with the demands and challenges of daily life. This is a person's ability to maintain a good mental state and to show this in adaptive and positive behavior while interacting with others, their culture and environment. Psychosocial competence has an important role in promoting health in a broad sense; in terms of physical, mental and social well-being. Specifically, where health problems are related to behavior, and where the behavior is related to the inability to effectively deal with stresses and pressures in life, increased psychosocial competence can make an important contribution. This is very important for health promotion when behavior is increasingly involved as a source of health problems. The most direct interventions to improve psychosocial competence are interventions that increase one's coping resources, and personal and social competencies. In school-based programs for children and adolescents, this can be done by teaching life skills in a supportive learning environment. One of them is through sport.

The life skill aspects taught in life skills education (WHO, 1994) consist of 10 aspects, these are listed below:

- [1] Decision making
- [2] Problem solving
- [3] Creative thinking
- [4] Critical thinking
- [5] Effective communication
- [6] Interpersonal relationship skills
- [7] Self-awareness
- [8] Empathy
- [9] Coping with emotions
- [10] Coping with stress

Decision making can help constructively when making decisions in life. This has an impact on health for young people who actively determine the choices and consequences that result from each choice. Likewise, **problem-solving** constructively helps our lives in dealing with problems. Significant problems that are left unfinished will cause mental stress and ultimately cause physical tension.

While **creative thinking** plays a role in decision making and problem solving by exploring the choices that might be made along with the consequences of what we do or don't do. It is important to see the problem based on the experience that has been passed. Although it is not successful at identifying problems, or cannot solve the problems, creative thinking is very helpful so that we can respond to problems adaptively and more flexible in dealing with all situations in everyday life.

Critical thinking is the ability to think clearly and rationally, understanding the logical relationship between ideas. Critical thinking can be described as the ability to engage in reflective and independent thinking. Critical thinking contributes to health by helping us recognize and assess the factors that influence behavior.

Effective communication means that we are able to express ourselves, both verbally and non-verbally, in ways that are appropriate to our cultures and situations. This means being able to express opinions and desires, but also needs and fears. And it may mean being able to ask for advice and help in a time of need.

Next, **Interpersonal relationship** skills refer to the ability to build relationships with individuals who have the same interests and goals as us. This helps us to deal well with people around us, and makes our mental health maintained. **Self-awareness**, as the term indicates, refer to one's ability to be aware of or to recognize his emotions, behaviors, beliefs, motivations and other characteristics such as strengths and weaknesses, such that it enables him to identify and understand himself as a separate entity. Developing self-awareness can help us to recognise when we are stressed or feel under pressure. **Empathy** is the ability to accurately put yourself "in someone else's shoes"— to understand the other's situation, perceptions and feelings from their point of view – and to be able to communicate that understanding back to the other person. Empathy can help us to understand. and accept others who may be very different from ourselves, which can improve social interactions,

Coping with emotions help a person to manage the intense feelings and physical stress that accompany painful life transitions. It involves recognising emotions in ourselves and others, being aware of how emotions influence behaviour, and being able to respond to emotions appropriately. **Coping with stress** is about recognising the sources of stress in our lives, recognising how this affects us, and acting in ways that help to control our levels of stress. This may mean that we take action to reduce the sources of stress, for example, by making changes to our physical environment or lifestyle. Or it may mean learning how to relax, so that tensions created by unavoidable stress do not give rise to health problems.

Meanwhile Jacobs's and Wright's research (2017) has aims to describe and synthesize relevant life skills transfer theories in the field of sports and general education literature for laying the groundwork to facilitate conceptual work that involves cognitive bridging processes during the transfer process. By incorporating the concept of transformative experience in a sports context, this model can inform the necessary understanding of transferring skills that can be facilitated through sports programs. Furthermore, the research contributes to the positive development of young people in various ways. Not only discussing the changes that can be made and changing programs cannot be an agreed choice. Their research only encompasses life skills in the realm of transfer skills.

Other studies regarding the transfer life skills were carried out by previous researchers (Allen, Rhind, 2019; Jacobs, Wright, 2021; Jacob, Wright, 2016). Jacobs and Wright, researching about sports experiences for young people can be a pleasant memory. However, these memories will have a real lasting effect if coaches and practitioners can help athletes see their relevance in real life. The method used for this purpose is imaging. Trainers and practitioners are encouraged to adopt this strategy as part of their exercise plan. The use of imaging for transfers depends very much on the context of the team and the philosophy of the trainer or practitioner.

Their next research in 2019 also talks about how to motivate the transfer of life skills base on three themes of participant's thinking. Three themes form the basis of participants' thinking about the transfer of life skills: thinking about meaning, thinking beyond themselves, and thinking through situation. The three themes presented above provide insights about participants who think about using life conversation through lengthy interactions in community-based sports programs.

Research that discusses the stages of learning life skills is Cope's, Bailey's, Parnell's & Nicholls's research (2016). Although this research still revolves around the subject of the coach, not the player. They discussed the role of sports in the development of players' life skills. Specifically discussed about the type of learning environment that the coach needs to create, the formal education needed by the coach, and how the players' life skills can be formed. But this research has not been able to conclude how players develop life skills. In previous research, it was discussed that the actions and behavior of coaches are fundamental factors in the development of players' life skills. Coaches need to carefully

and deliberately plan training programs if they want to develop the players' life skills (Danish, 2002). Further mention that just playing sports will not produce positive results, such as the development of life skills (Fraser-Thomas, et al, 2005; Gould, 2007; Larson (2006). The development of life skills to be achieved, coaches need to take careful consideration to how they structure the learning environment, interact and form relationships with their players (Gould et al, 2007). A mastery-oriented environment has been reported as the most appropriate in providing a context in which players can develop various skills, including life skills.

It was found that coaches who have been specifically trained in developing life skills will have a better chance in shaping the life skills of players, compared to coaches without basic training in this field. In addition to trainers who receive formal training in life skills development, there are also programs that directly work to develop young people's life skills. which indicates that this has a perceived impact.

5. CONCLUSION

Research on life skills in volleyball is still very rarely done. The study of life skills discusses more about its application in general sports. If viewed from the stages of life skills in the field of sports according to Pierce, Gould, & Camiré (2017), which consists of learning, transfer and its application in life, the research that has been done is in the discussion of the transfer and application processes. While the stages of learning are not much discussed by previous researchers. The transfer and application process of life skills is widely studied and is often referred to as positive youth development (PYD). In sports a similar term is also applied in the form of SBYD or Sport-Based Youth Development.

Life skills are the ability for adaptive and positive behavior, which allows individuals to effectively deal with the demands and challenges of everyday life (WHO,1994). With the description above, it can be said that life skills are very variable. The nature and definition of life skills tends to differ across cultures and environments. However, life skills analysis shows that there is a set of core skills for the promotion of the health and well-being of children and adolescents. Whereas life skills within a sporting framework cannot be identified with certainty. A series of life skills according to WHO are as follows: (1) Decision making; (2) Problem solving; (3) Creative thinking; (4) Critical thinking; (5) Effective communication; (6) Interpersonal relationship skills; (7) Self-awareness; (8) Empathy; (9) Coping with emotion; (10) Coping with stress.

Future research needs to make further studies on 10 life skill variables according to WHO for review in the field of sports. Research can be directed at which variables have an influence on positive youth development.

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