



## AN ANALYSIS OF LIFE SKILLS' SPORTS STUDENTS BASED ON GENDER AND DOMICILE

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### Abstract

This study sought to identify the life skills of sports students based on gender and place of residence. 97 Indonesian sports students that participated in the study's intake class technique served as the sample. The data is gathered using the LSSS (Life Skills Scale for Sports). The Independent Sample t-test from SPSS version 22 was analyzed using the ex post facto approach. This study's findings show no statistically significant difference in life skills between genders ( $p = 0.101$ ) and significant differences between domiciles ( $p = 0.013$ ). It is proposed that additional research examine the how and why of these findings.

**Keyword:** *Life Skills, Gender, Domicile, Sport, Social Development, Development Through Sport.*

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### 1. INTRODUCTION

Life skills have now become an interest of most global researchers in sports. Life skills are also associated with successful communication with peers and adults, problem-solving, assertiveness, and goal-setting (Danish, Forneris, Hodge, & Heke, 2014). As demonstrated by demonstration, modeling, and practice, life skills and physical skills are indeed the same things (Gould & Carson, 2008; Kendellen & Camiré, 2019; Papacharisis, Goudas, Danies, & Theodorakis, 2007; Pierce, Kendellen, Camiré, & Gould, 2018). According to Danish et al. (2014) and Kendellen & Camiré (2019), boosting psychosocial development through sports and physical activity programs must include life skills.

The development and development of sports in the perspective of people's lives in developed countries have relatively advanced, including by making the system of growth, development, and civilization of sports an arena to instill life values (Forneris, Camiré, & Trudel, 2012; Kendellen, Camiré, Bean, & Forneris, 2016), improve the quality of life of the community (Ma'mun, 2016) including increasing various needs for individual, community and social life (Danish et al., 2014; Papacharisis et al., 2007). This is in line with the issue of sustainable development goals (SDGs) that have been proclaimed by the United Nations (UN) in 2015-2030 or after the MDGs (2005-2015).

The PBB has proven in the Sport for Development and Peace (S4DP) document that: first, sports and physical education have a role in improving quality education, so it is necessary and must be positioned in a firm structure because it has been recognized in several countries as a universal pillar for education, personal health, and development; both the essential roles of sport and physical education in improving public health, and sport as a universal language have been found to bridge

social, religious, racial and gender gaps, thus contributing to lasting peace; and third, sport is a vital tool for realizing a better world (Grange, 2014)

Two ways to transfer life skills facilitated in a sports context use implicit or explicit approaches (Trottier & Robitaille, 2014; Turnnidge et al., 2014; Weinberg, Gould, & Stephen, n.d.). The first is to use an implicit approach to transferring life skills by directing attention towards developing specific sports outcomes but not intentionally integrating these results as transferable skills (for example, trainers who discuss the application of leadership in a sports context but do not refer to how these skills can be used in contexts outside of sports).

The second is a straightforward approach that involves an environment where the transferability of skills is taught explicitly by the trainer (e.g., not only are leaders excluded by entering it into the text context but also making a better approach if they can be applied in other contexts outside Sports). But no research can show that these two approaches can describe which methods are more likely to transfer life skills (Forneris et al., 2012; Kendellen & Camiré, 2019; Walseth, 2008).

The absence of research into a pilot study based on the background is one of the reasons for conducting this study. So this study will try to compare the life skills of sports students based on their experience, among others: gender (MacKillop, Ryabchenko, & Lisman, 2006; Sharma, Reddon, Hoglin, & Wodman, 2008; Vazou, Ntoumanis, & Duda, 2006), domicile, and socio-economic status of parents in Indonesia. The outcome is that, hopefully, it can become a pilot study. The weakness of this research is that it can only see the comparison without seeing the influence of the object of research.

## **2. METHODS**

The research design used was ex post facto or causal-comparative. This design looks at the differences among several groups of people. In this study, we define the groups by genders (males and females) and domiciles (live in the countries and villages)

### *Participant*

In this study, the sample used was 97 sports students (female = 28 people, male = 69 people) ages 19-21 years, The intake class technique sampling in the Universitas Pendidikan Indonesia sports science department. The sample filled their willingness to take part in the study voluntarily.

### *Instrument*

The collection of life skills data in this study uses adaptation instruments from Cronin and Allen (2016), namely the Life Skills Scale for Sports (LSSS), where there are eight components of life skills (teamwork, goal setting, time management, emotional skills, interpersonal communication, social skills, leadership, and problem-solving and decision making) which are divided into 47 questions with a scale of 1 (never), 2 (sometimes), 3 (often), 4 (very often).

### *Data Analysis*

Test analysis using Independent Sample T-tests with SPSS version 22 software.

## **3. RESULT**

The results obtained from this study are that there is no significant average difference between women's and men's life skills ( $F = 1.852$ ,  $t = 1.654$ ,  $p = 0.101$ ) in table 1. The average female is 136.68, and the male is 132.25 (figure 1). Whereas in domicile life skills groups, it was found that there were significant differences between groups living in villages and groups living in the city ( $F = 0.176$ ,  $t = -$

2.534,  $p = 0.013$ ) in table 2. Average life skills for groups living in villages were 131.16 and 138.97 for groups living in cities (figure 2).

Table 1. Life skills based on gender

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Life Skills	Equal variances assumed	1.852	.177	1.654	95	.101
	Equal variances not assumed			1.851	65.089	.069

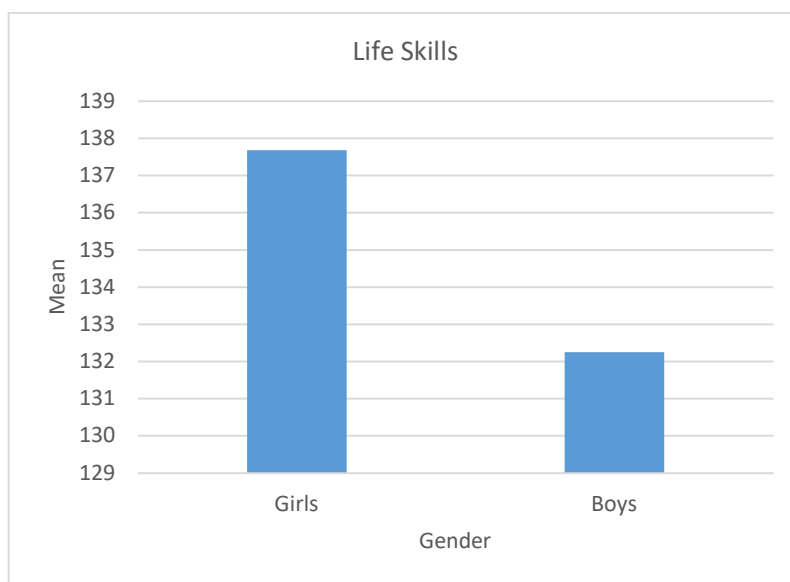


Fig 1. Life skills based on Gender

Table 2. Life skills based on gender

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Life Skills	Equal variances assumed	.176	.676	-2.534	95	.013

	Equal variances not assumed			-2.515	63.482	.014
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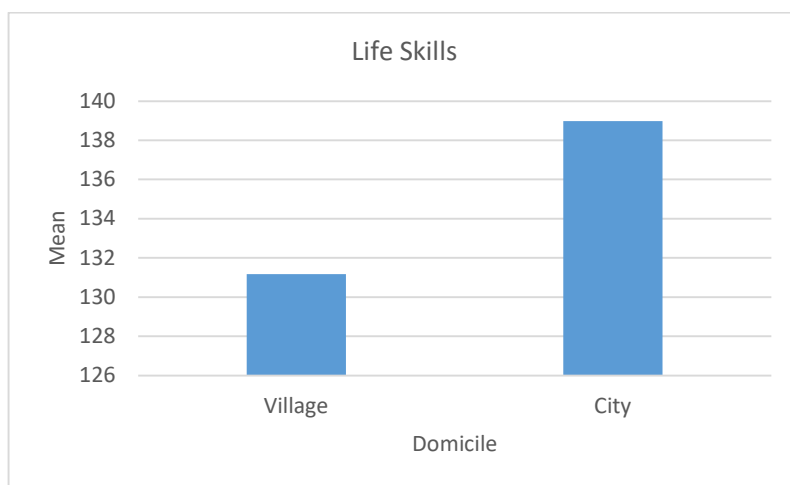


Fig 2. Life skills based on Gender

#### 4. DISCUSSION

The findings in this study are that there is no difference in average between women's and men's life skills and that the difference is domicile life skills differences. The results of this study show a relatively clear picture of the background taken from gender and domicile even though there are many limitations, that is, there are only two attributes to measure life skills differences. For the following study, researchers must study more deeply from various backgrounds.

#### 5. CONCLUSION

This study concludes that there is no significant difference between women's and men's life skills. Still, there are significant differences between life skills based on the area of residence or domicile. Further research is suggested to explore the why and how of these findings.

#### 6. ACKNOWLEDGEMENT

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