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SPORTS PROGRAM TO PROMOTE POSITIVE YOUTH DEVELOPMENT (PYD) (Study literature review).

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ABSTRACT	ARTICLE INFO
<p>Many things can influence the growth and development of teenagers, in this case young people, one of which is in the world of sports. Among them are sports programs that can make changes to the characteristics of youth development for the better, both physically and mentally for themselves or even their social environment. In this effort, the world of sports can be one way to make youth development in a more positive direction. The aim of the research here is focused on comparing the results of journals and articles that the author obtained with the keywords sports program physical education literature review, systematic literature review and positive youth development. This journal search was based on search results on Google Scholar and Taylor & Francis, researchers found 5,657 journals that matched these keywords. A total of 418 journals were found to match these keywords exactly, then screening was carried out and 197 journals were found to be excluded because they had the same title and no full text articles were available and 221 journals were produced for abstract screening and the results obtained were 76 journals. 44 journals that were duplicates and did not meet the inclusion criteria were excluded so that 20 full text journals were reviewed. Because this research could not be carried out in the field during the Covid-19 pandemic, a narrative literature review method was carried out using data from 5657 journals that were initially found. Based on the results of the research analysis and the implications of the analysis, there is an influence of sports programs to promote positive youth development in the world of sports. So it is hoped that in the future we will be able to explore other factors that can influence or encourage positive development in young people. and be able to explain more fully the benefits of positive youth development programs.</p> <p>© 2023 ASEAN Journal of Sport for Development and Peace</p>	<p>Article History: <i>Submitted/Received 1 /Sep 2023</i> <i>First Revised 1 Nov 2023</i> <i>Accepted 17 Dec 2023</i> <i>First Available online 20 Jan 2024</i> <i>Publication Date 30 Jan 2024</i></p> <p>Keyword: <i>Exercise programs,</i> <i>literature reviews,</i> <i>physical education,</i> <i>systematic literature reviews,</i> <i>positive youth development.</i></p>

1. INTRODUCTION

Today's concerns about the growth of adolescent problem behavior (e.g. delinquency, drug use) have led to increased interest in positive youth development (PYD) programs (Fraser-thomas et al., 2007). The PYD program is a strength-based conception of development where children and adolescents are seen as having resources to develop from problems that must be resolved, namely correcting what is considered wrong behavior with the aim of growing adolescents into productive members of society (Fraser-thomas et al., 2007) based on the assumption that optimal development in youth allows individuals to develop and change in positive directions. According to Benson (1997) in (O'Connor et al., 2019), an active youth sports program can be ensured from a design that is appropriate to the child-adult's own development and relationships by highlighting the importance of sports programs that are built on developmental assets and appropriate setting features.

School-based recreation opportunities for youth from low-income neighborhoods are often lacking. School programs represent an ideal location to promote youth development in low-income areas because they can provide safe, supervised, and structured activities. Such activities should include not only physical education programs, but other extracurricular activities such as intramural sports and school sports teams. So we are interested in how these programs are linked to youth development and we use the concept of positive youth development (PYD) to guide this research (Holt et al., 2012).

Youth have an important role in determining the future of the nation. The Indonesian nation needs quality human resources to support development. Through education, an individual can develop his potential in order to support the progress of the nation. Education today is not only limited to the transformation of knowledge, but has become a necessity in developing personal potential, forming human resources and the potential of the surrounding environment. This cannot be separated from the education applied to an individual, whether education through the family environment, education through the school environment or education through the community environment. Scientists argue that physical education, especially physical education teachers, play an important role in children's social and moral development (Jacobs et al., 2013).

The educational process can be obtained through formal and informal education, physical education, sports and health is one form of formal education in schools that can develop students' character positively. Sport is believed to be an effective instrument for instilling positive values for human development. Sports provide students with the opportunity to learn tolerance, cooperation, perseverance, discipline, competitiveness, leadership, etc. (Ali Maksum, 2009). From the definition above, the author concludes that moral values can be formed in sports or physical activities.

Positive youth development (PYD) is a strengths-based perspective that focuses on the development of naturally occurring skills and potential to foster healthy development and adaptive functioning (Lerner et al., 2005). In addition, PYD aims to develop individuals to be involved, productive, both in youth and adulthood (Hamilton et al., 2004). According to Harwood & Johnston (2016) in (O'Connor et al., 2019) high performance youth sports are usually focused on the development of a teenager, with many players specializing in football at an early age. Additionally, it is characterized by a high-pressure environment where the focus is on successful outcomes often at the expense of holistic development. From the opinion above, the author concludes that positive development of young people can be obtained in a sports environment.

These findings suggest differences in contextual factors across sport/exercise programs that help promote or inhibit PYD. These differences reveal some practical suggestions for

promoting pyd, which include a focus on the developmental orientation of sports classes, intramural fun, and the 'life skills' focus of sports teams. Additionally, we suggest an integrated, school-wide approach is needed to help promote PYD (Gulir & Pasal, 2015).

There is still a high rate of juvenile delinquency ranging from discipline to brawls between students, therefore it is necessary to implement a relevant PID program. Thus, implementing the PID program through sports will not only help develop students' character, knowledge and skills in a positive way but also to maintain health and body immunity in the midst of the Covid-19 pandemic. Based on this, researchers think that sports programs can help to promote positive youth development. Therefore, researchers are interested in conducting research entitled "sports programs to promote positive youth development".

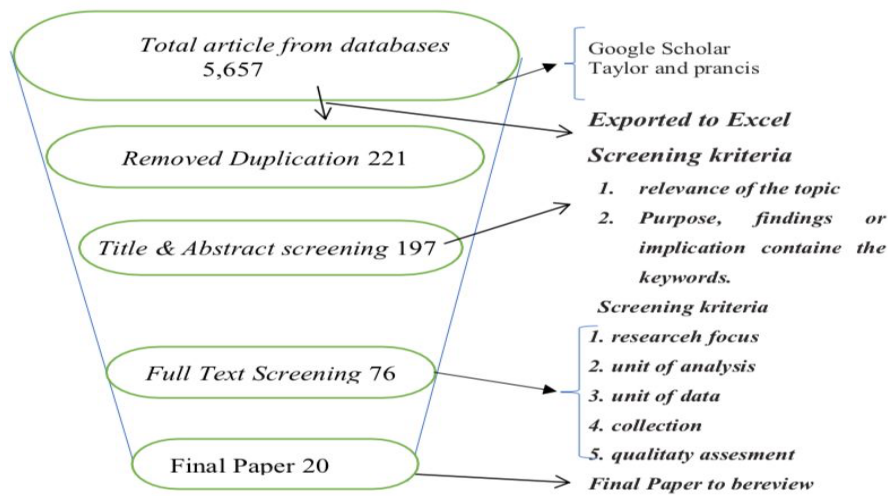
2. METHODS

Research methods are a scientific way to obtain data with specific purposes and uses (Sugiyono, 2019). The use of a method in a research must be adjusted to the research to be achieved. This research uses a literature review with a narrative literature review method. This method identifies, assesses, and interprets all findings on a research topic. Literature reviews contain descriptions of theories, findings and other research materials obtained from reference materials to serve as a basis for research activities.

In this research, researchers searched for data through journal portal websites that can be accessed such as Google Scholar and Taylor & Francis. Based on the research title "sports programs through positive youth development", the researchers searched journal data using the keywords "sports programs, physical education, literature review, systematic literature review and positive youth development". In this study, researchers also used the sci-hub service when researchers had difficulty searching for journals because they were paid. Sci-hub is a website that has a mass-provider goal of providing journals so they can be fully accessed by researchers.

Journal searches based on search results on Google Scholar and Taylor & Francis with the keywords sports program, physical education, literature review, systematic literature review and positive youth development, researchers found 5,657 journals that matched these keywords. A total of 418 journals that were found according to the search keywords were then screened, 197 journals were excluded because they had the same title and no full text articles were available and 221 journals were produced for abstract screening and the results obtained were 76 journals. A feasibility assessment of 76 full text journals was carried out, 44 journals that were duplicates and did not meet the inclusion criteria were excluded, resulting in 20 full text journals being reviewed.

Picture 1. Juornal Search



3. RESULTS AND DISCUSSION

From the results of the collectionjournals based on search results on Google Scholar and Taylor & Francis with the keywords sports program, physical education, literature review, systematic literature review and positive youth development. Researchers found 5,657 journals that matched these keywords. A total of 418 journals that were found according to the search keywords were then screened, 197 journals were excluded because they had the same title and no full text articles were available and 221 journals were produced for abstract screening and the results obtained were 76 journals. A feasibility assessment of 76 full text journals was carried out, 44 journals that were duplicates and did not meet the inclusion criteria were excluded, resulting in 20 full text journals being reviewed. The results of the literature analysis carried out can be seen in table 1 below.

Tabel 1. Journal results Found

No	Article title	Author	Results	Discussion	Conclusion
1	<i>Participant Perceptions of Character Concepts in a Physical Activity-Based Positive Youth Development Program.</i>	(Albertin et al., 2018)	Provides background information relevant to the learning setting for youth, while four represent the youth's reflections on what they learned and how they reacted to	This study was designed to gain insight into the processes through which youth interact with others and the program context to develop existing and prosocial behaviors associated with PYD program participation.	Physical activity programs are useful settings for PYD because they are rich and valued social contexts. Physical activity provides physical and mental

			the program curriculum.		health benefits.
2	<i>An integrative review of sport-based youth development literature.</i>	(Smith, 2017)	<p>The results of this review are divided into two parts. The first presents the results of qualitative content analysis,</p> <p>The second part compares how youth development is based on sports.</p>	<p>articles in this sample, it is difficult to determine whether this is actually the most important construct influencing the transfer between sport and youth development, or simply a product of the predominance of psychological approaches in the field (Coakley 2011 ; Haudenhuyse, Theeboom, and Nols 2013).</p>	<p>Without the necessary human, financial and infrastructure resources, youth sports programs are unlikely to be successful or sustainable. Therefore, collaboration with other community organizations should be utilized to increase capacity through access to shared resources, knowledge and expertise.</p>
3	<i>Associations between participation in a Physical Activity-Based Positive Youth Development Program and Academic</i>	(Mcdavid et al., 2019)	<p>PYD programs may need to be designed to specifically maintain academic skills to consistently influence academic outcomes.</p>	<p>Although the physical activity-based PYD program utilized skill development opportunities to promote well-being in youth, when compared with a matched control group, youth in the 20-day physical activity-based PYD program demonstrated similar language.</p>	<p>Physical activity-based positive youth development (PYD) programs offer asset-building experiences to promote the overall well-being of young people. These programs</p>

					have the potential to increase success in other important contexts for children, such as school. However, careful examination of these potential impacts is warranted.
4	<i>Claims of positive youth development: a content analysis of mixed martial arts gyms' websites.</i>	(Beesley et al., 2019)	Character Connection Trust Competencies	Below, we discuss the study findings in the context of PYD through sport, and focus on practical implications for parents as the website's targeted audience.	We conclude by outlining some of the studies' strengths and limitations, and further directions for future research.
5	<i>Evaluating Approaches to Physical Literacy Through the Lens of Positive Youth Development</i>	(Allan et al., 2017)	Highlights how integrated physical literacy and PYD approaches are.	Overall, this article highlights how the integration of physical literacy and PYD approaches has the potential to foster quality experiences and positive long-term development among young people in sport.	Overall, this article highlights how the integration of physical literacy and PYD approaches has the potential to foster quality experiences and positive long-term development among young people in sport.

6	<i>Facilitating Positive Youth Development through Competitive Youth Sport: Opportunities and Strategies.</i>	(Santos et al., 2018)	Consider context-specific strategies that may help coaches who wish to promote PYD and sport development through competitive youth sport.	Although many coaches develop ways to incorporate these qualities in their coaching practices, there are several opportunities as well as a set of strategies that may be useful for coaches involved in competitive youth sports.	To take advantage of the opportunities that exist in competitive youth sports, coaches can develop PYD credentials that are consistent with the nature of this context and truly integrate the approach into their coaching practices instead of moving away from the principles behind competitive youth sports (Vella, Oades, & Crowe, 2011).
7	<i>Just for the fun of it: coaches' perceptions of an exemplary community youth sport program.</i>	(Vierimaa et al., 2017)	Themes identified from the data were placed in the Personal Assets Framework for Sport adapted from Côté, Turnidge, and Vierima (2016) and summarized. The following sections	This study investigated coaches' perceptions of successful community youth basketball programs. Specifically, we aim to describe the league's structure, examine coaches' perceptions of perceived developmental change among athletes, and use the Personal Assets Framework (Côté, Turnidge, and Vierima	This study expands the current body of research on PYD in sport by emphasizing the importance of ensuring that young people have positive and enjoyable direct experiences in sport, and

			describe each of these areas in more detail and provide selected quotes to further illuminate and increase the clarity of the results.	2016) to help explain the mechanisms and outcomes through which youth development occurs in this setting.	that the accumulation of positive experiences results, over time, in lasting effects on athletes. ' development .
8	<i>Learning through the adventure of youth sport</i>	(Newman et al., 2018).	Youth sports provide a new context, are widely used and easily accessible to young people from various socio-economic backgrounds.	The proposed integration of adventure pedagogy and a sport-based PYD approach is mutually beneficial.	Through the integration of adventure and sport-based PYD, youth sports leaders can effectively program and facilitate youth sports to promote desired PYD outcomes.
9	<i>Physical education and sport programs at an inner city school: exploring possibilities for positive youth development.</i>	(Holt et al., 2012)	Findings suggest factors that facilitate or hinder PYD vary across contexts.	Attempts to provide a critical perspective in terms of identifying what factors may facilitate or hinder PYD in the school environment by addressing issues related to schools, sports programs, intramural sports, and sports teams. We focused on identifying potential practical strategies emerging from this research that may help promote PYD.	These findings suggest differences in contextual factors across sport/exercise programs that help promote or inhibit PYD. These differences reveal some practical suggestions for promoting PYD, which include a focus on the

					developmental orientation of sports classes, intramural fun, and the 'life skills' focus of sports teams. Furthermore, we suggest an integrated approach across schools is needed to help promote PYD.
10	<i>Positive Youth Development and Citizenship Behaviors in Young Athletes: US and Canadian Coaches' Perspectives.</i>	(Hilliard et al., 2019).	Another interesting finding from this study is that the YSC views the role of errors during practice differently than in competition.	The clear interest in promoting a climate of mastery and promoting personal growth in the context of developing citizenship skills suggested by participants in this study is consistent with previous research on youth sports coaches.	One hundred five coaches from the United States and Canada completed an online survey created by the researchers and consisting of pre-existing measures and newly designed questions. The coaches most emphasized a mastery climate that focused on effort and having fun and least

					emphasized winning. Additionally, coaches look to their young athletes to learn respect for others, teamwork, and self-respect at the highest levels through participation in their programs.
11	<i>Positive youth development and physical activity/ sport interventions: mechanisms leading to sustained impact</i>	(Armour et al., 2013).	Another interesting finding from this study is that the YSC views the role of errors during practice differently than in competition.	The clear interest in promoting a climate of mastery and promoting personal growth in the context of developing citizenship skills suggested by participants in this study is consistent with previous research on youth sports coaches.	One hundred five coaches from the United States and Canada completed an online survey created by the researchers and consisting of pre-existing measures and newly designed questions. The coaches most emphasized a mastery climate that focused on effort and having fun and least emphasized winning. Additionally, coaches look

					to their young athletes to learn respect for others, teamwork, and self-respect at the highest levels through participation in their programs.
12	<i>Positive Youth Development From Sport to Life: Explicit or Implicit Transfer?</i>	(Turnnidge et al., 2014).	The general findings regarding the nature of program impacts are very similar. A discussion of the broader impact findings has been reported elsewhere.	Recognizing the strengths and limitations of evaluation research designs, it can be argued that the findings reported above can contribute to existing research.	As stated at the start of this article, there is a strong belief in the potential for physical activity/sport to bring positive benefits to young people.
13	Process Evaluation of "Girls on the Run": Exploring Implementation in a Physical Activity-Based Positive Youth Development Program.	(Iachini et al., 2014).	To explore two different approaches to sports program design.	Provides an overview of the debate surrounding one particular contextual factor, program design.	By assessing the mixed results existing in the current literature for these two approaches, it is evident that future research is needed. However, in advancing the literature on this topic, the emphasis should be on gaining a

					better understanding of the different dynamics associated with each approach and on the conditions under which each approach may be most appropriate. Research in this new and exciting area has significant potential to increase our understanding of how youth development can be optimally fostered through sport.
14	<i>Teaching for transformative educational experience in a sport for development program.</i>	(Wright et al., 2016).	The results of the process evaluation reveal how GOTR is being implemented by Trustees across sites across the Council. Additionally, qualitative data revealed factors influencing GOTR	Some sites carry out activities as intended, while other sites carry out far fewer activities as intended. Five broad types of factors influencing implementation at these sites were also identified. These include contextual/environmental, organizational, program/curriculum specific factors, trainers, and youth.	The lessons from this study have relevance for evaluators, as well as program planners and leaders involved in the design and implementation of these programs. First, the

			implementati on.		findings of this research highlight various implementati on factors that need to be considered in programming design and implementati on.
15	<i>Understanding Positive Youth Development in Sport Through the Voices of Indigenous Youth.</i>	(Strachan et al., 2018).	teaching life skills and things like that' - This theme relates to how participants view their role as coaches and their understandin g of youth sports	Although TPSR has been applied in many cultural contexts, research must examine the potential for bias as it is based on Global North cultural values and norms.	Regarding the compatibility of TPSR and critical pedagogy, the combination seems effective in this project given that there are some underlying tensions between the two approaches.
16	<i>Examining the Importance of Intentionally Structuring the Youth Sport Context to Facilitate Positive Youth Development</i>	(Bean & Forneris, 2016).	Although some of these tensions were experienced in this study, the results from the youth who participated in the talking circles shed light on some	The findings suggest that there were indeed some unique insights presented by the participants regarding PYD,	support reconciliation by ensuring that policies to promote physical activity as a basic element of health and well-being, reduce barriers to participation

			of the five Cs and what they mean for Indigenous youth participating in sports and physical activity.		in sport, increase the achievement of excellence in sport
17	<i>Examining the role of needs support in mediating the relationship between program quality and developmental outcomes in youth sport.</i>	(Bean & Forneris, 2019).	Before the analysis is carried out, a preliminary examination of the data is carried out to ensure that there are no violations of the assumptions of normality, linearity, homogeneity .	The purpose of this study was to determine differences in program quality and PYD outcomes that may exist among three youth programming contexts: (a) sports programs that intentionally teach life skills, (b) leadership programs that intentionally teach life skills, and (c) sports programs where life skills are not intentionally taught.	In this study, the authors used several strategies to minimize the potential for replicating the problems in Flett et al.'s study.
18	<i>Implementation of a values training program in physical education and sport: a follow-up study</i>	(Koh et al., 2016)	There were two types of sports programs involved in this study (sports programs housed in local settings not for profile • organizations serving youth sports programs and at-risk	to determine the role of program quality and support needs independently in facilitating psychosocial outcomes of youth sports programs.	this research is the first known study to examine the relationship between program quality, basic needs support, and psychosocial outcomes.

			community clubs), all with the goal of fostering youth development .		
19	<i>Youth sports programs: an avenue to foster positive youth development.</i>	(Fraser-Thomas et al., 2005).	The results of the follow-up assessment in this research state that it is important for teachers and coaches to clearly understand the values given to students and adhere to the physical education learning approach because the results of this research are that physical education can optimize opportunities for positive youth development .	This research consisted of a two-year follow-up assessment of Koh, Ong, and Camiré's (2014) assessment of a training program for teachers and trainers. To our knowledge, this is the first study to assess the long-term utility of a training program designed to help teachers and coaches foster values development through PES.	helps teachers and coaches encourage the development of values through PES. The findings show how two years after taking part in the training program, teachers and trainers reported improvements in their ability to promote values education.
20	<i>Youth Sports: What Counts as "Positive Development?"</i>	(Coakley, 2011).	Although most often teens experience positive outcomes through sport, research shows that	Given concerns about the growth of problem behavior in youth, the aim of this paper is to highlight the benefits of organized youth sports.	Throughout this paper, we emphasize that organized sport programs need to be consciously

			experiences are sometimes less positive. In this section we discuss the negative outcomes of youth sports.		designed to ensure that young people have positive rather than negative experiences, resulting in positive rather than negative outcomes.
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4. DISCUSSION

Based on the analysis of research results and the implications of analyzing the influence of sports programs on increasing positive youth development (PYD) in physical education and sports, it is important to explore other factors that can influence or encourage positive development in the younger generation. It is also important to explain more fully the benefits of positive youth development programs in developing life skills in adulthood, which include cognitive, social, emotional, vocational and cultural competencies. Teachers and coaches have a dominant role in shaping students' character and should be able to become role models who can set a good example in the family, school and community. They should develop structured learning strategies that can make students actively learn and practice the character values developed in physical education and sports to achieve maximum results from positive youth development programs. These programs aim to create opportunities for teenagers based on their strengths and connect them with their peers and environment, as well as hone life skills in preparation for entering adulthood. In the world of government and nation building, sport often becomes the identity of a nation or government and plays an active role in national and international events. Strong physical and spiritual conditions provide a solid foundation for the development of human resources. Many factors contribute to building strong human capital, and in this context, sport plays an important role. However, there are still many obstacles in developing sports in Indonesia. The development of sports in Indonesia still requires further improvement and development, because Indonesia faces various challenges in its development.

5. CONCLUSION

This research uses a narrative literature review which is a literature review method which aims to identify, assess and interpret all findings on the research topic, namely regarding the implementation of sports programs to promote positive youth development in physical education and sports learning, whether they can influence positive development in youth. . Data was obtained by analyzing 20 journals (Final Paper to be reviewed) from 5657 journals taken from 2 data bases, namely Google Scholar and Taylor & Francis with the keywords training program, literature review, physical education, systematic literature review and youth development. positive.

The results of research on the application of sports programs to promote positive youth development show that physical activity activities that are oriented either personally

or as a group, are areas that have great potential for developing sports programs to improve life skills in teenagers, namely the ability of teenagers in control himself to solve problems without adding to the problem, so that there is a widespread belief in society that participation in physical education and sports programs that are structured and deliberate in their implementation can produce quality programs. This can contribute to the development of youth in a positive direction and this research also has results that can be concluded to be in line with widespread beliefs in society. The obstacle in implementing sports programs to promote positive youth development is how sports can be used as a vehicle for building a nation that is healthy and strong physically and spiritually. However, on the other hand, there are still many obstacles in sports development. Sports development in Indonesia still needs further improvement and development, because apart from having to catch up with other countries, Indonesia also still has various obstacles in its development. In this research, it is hoped that the sports program to promote PYD which is implemented in physical education and sports in its implementation can have an impact on positive youth development, this can be seen from the increase in the 5C elements of PYD, namely academic, social, emotional (Competence), Self-confidence or having self-identity (Confidence), having a sensitive attitude towards oneself and others (Connection), having character (Character), having a sense of Caring.

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