



Effect of Kid's Athletics Program on Elementary School Student's Goal Setting, Problem Solving, and Social Skills

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Abstract

Study this aim to know how the kid's athletics program influences elementary school students' goal setting, problem-solving and social skills. Method research used in research _ this is a pretest-posttest control group design. The sample used in the study is 16 students' boys and 14 students women ages 11-12 years. The sampling process uses a purposive sampling technique. The student shared Becomes two groups, namely 15 experimental groups and 15 control groups. The instrument used in research is the Life Skills Scale for Sport Questionnaire. Posttest results on both groups show the development of goal setting, problem-solving, and social skills. After all, the kid's athletics program significantly affects student goal setting, problem-solving, and social skills compared to group control.

INTRODUCTION

For decades Lastly, researchers in the psychology sports have strived hard to develop how sports could be arranged to push the development of young people towards positive (Chinkov & Holt, 2016); sports have a natural holistic for allowing develop non - sports values in life daily (Kendelle & Camiré, 2020). Activity sports support positive youth development with giving impact for development child young like increasing character, embedding values in life, promoting health (Weiss et al., 2013), increasing by period long ability competition, believing in self, connection, and caring (Weiss et al., 2019), also the impact for ability in school nor face challenge life like teamwork, goal setting, time management, emotional skills, communication, social skills, leadership, and problem-solving (Cronin et al., 2018).

A previously recommended research on the development of personality students as supporters results from study through activity sports with various variation movements (Cronin et al., 2018). A survey related to education in Indonesia shows that students have three years of lagging skills _ compared to other countries; more than 50% of children 15 years old do not yet dominate Skills base reading and counting, making Indonesia a deficient rank _ among other countries, i.e. 62 out of 70 (OECD, 2019). The survey shows that ability to study Indonesian students still needs to improve. If left, it can become a factor in the failure of future students. _ As an effort to prevent future failure, necessary _ existence effort to develop component supporter performance study students and abilities face various challenges to be an able success in century now and in the future, between component important the is ability goal setting, problem-solving, and social skills (DeMink-Carthew et al., 2017; Li et al., 2020; Pachauri & Yadav, 2014). Activity Preferred sport _ for float several components the is kid's athletics.

Kid's athletics (Gozzoli et al., 2006) is a program specifically designed by the International Association of Athletics Federa-

tions (IAAF) to promote and expand sports activities in schools and sports clubs; this program offers children ages 7 to 12 the opportunity to provide training experiences, and learn various sports activity skills, as well as to improve their physical fitness (speed, strength, endurance, dexterity, flexibility, coordination), while playing track and field games in a simplified way (Gozzoli et al., 2006) Kid's Athletics provides a vast space to enrich movement coordination skills so that they can participate significantly in developing essential human movement functions, develop fundamental motor skills. Moreover, kids' athletics can use various new and exciting movement pattern techniques; the child can try various movements. Common in a fun and cheerful way (Gozzoli et al., 2006; Willwéber, 2016) To enhance more non-sports aspects maximum, the teacher must make every activity program sport contain values positive non-sports to develop and be helpful daily in life (Bean & Forneris 2016). Content activity physical possessing _ various variation movements without restricted rule raw make kid's athletics suitable to design _ contain and develop component goal setting, problem-solving, and social skills.

METHOD

The method used in the research is experimental. Study this shared into two groups: experimental and control group. The experimental group was given an activity program for kids' athletics, and the control group was not given a treatment program for kids' athletics.

Participants

The research participants include the researcher as a trainer and 30 students of SDN 3 Lembang ages 11-12 years. The total number of participants is 31 people with a mixture of behaviour and women. The sample in this study were all students of SDN 3 Lembang with an average age of 11.5 years with several 30; the sample in this study is a subgroup of the target population, the sample in this study is the experimental group given treatment program kid's

athletics and control that does not give treatment program kid's athletics with 15 students each mixture men and women.

Instrument

Instruments in research are the life Skills Scale for Sport (LSSS) created by Cronin and Allen (2016). It becomes a choice of instruments to measure the development of life skills components of goal setting, problem-solving, social skills and Grit-S Scala e. Validity and reliability tests were conducted first using IBM SPSS software version 23 to determine the accuracy of the instrument with the results of the validity test r arithmetic r table (0.396) and the reliability test results using Cronbach's alpha value = 0.947 with a reliable decision

Procedure

The procedure for research is 1) give the instrument the initial LSSS to experimental and control students group (pretest), 2) conduct a kid's athletics program that has been arranged on each variation movement contain non-sports values that is goal setting, problem-solving, and social skills four times each week for 16 meetings, the program is carried out in the neighbourhood SDN 3 Lembang school, 3) provided the initial LSSS instrument to experimental and control students group (posttest), 4) hypothesis test with using a calculation program SPSS statistics version 22.

Data Analysis

The research design used was a pretest, posttest control group design. In this design, the samples were divided into two groups, namely experimental and control groups. The hypothesis test in this study used a paired sample t-test using SPSS software. When the value of Sig. At p -value < 0.05 , then H_0 is rejected, and if p -value > 0.05 , then H_0 is accepted.

RESULT

This study divided Becomes two groups, namely experimental and control

groups. The result of the study this could see in figure 1. Based on Figure 1. The average life skills score in the pretest experimental group is 62.87, and the posttest is 76.07, with a 13.2 increase. The average pretest control group is 60.87, and the post-test is 63.53, with an average increase of 2.67. The result shows a different enhancement between the Experimental and Control groups. Results of paired sample t-test of were held in figure 1.

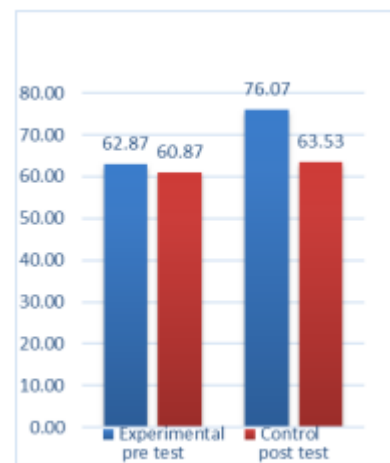


Figure 1. Mean of Pretest and posttest Scores of experimental and control Groups.

Results of paired sample t-test of were held in table 1.

Table 1. Paired Sample T-test of Experimental and control groups

No	Groups	Sig	
1	Experimental	0.00	0.05
2	Control	0.83	0.05

Based on Table 1. Value of Sig. The P- Value in the experimental group is $0.00 < 0.05$, and then H_0 is rejected. The Activity program for kids' athletics is significant to developing goal setting, problem-solving, and social skills. The value of Sig. The P-Value in the Control Group is $0.83 < 0.05$, so H_0 is accepted. It could be concluded that group control without treatment program kid's athletics had no impact by signif-

icant in goal setting, problem-solving, and social skills of students of SDN 3 Lembang.

DISCUSSION

Efforts Based on the results of data processing, the kid's athletics program has a significant impact on the development of GOAL SETTING, PROBLEM-SOLVING, and social skills of students aged 11-12 years. While students who did not take part in the kid's athletics program did not experience development in GOAL SETTING, PROBLEM-SOLVING and SOCIAL SKILLS, this was because the kid's athletics program was structured in a varied and flexible manner by containing positive non-sports values at each meeting.

The kid's athletics program is structured from easy to complex movements; every time they want to do a movement, the teacher gives motivation that they must be able to focus on one goal, carry out, and complete the entire series of movements to completion, these activities allow students to develop more in goal setting. Good (Jeong, Healy, and McEwan 2021).

Students faced with a variety of movements and higher levels of difficulty will be stimulated to be able to perform and be able to demonstrate and solve obstacles given by the teacher; new problem-solving will develop when students are given stimulation so that they are moved to solve the problems given (Căprioară, 2015; Van Galen & Van Eerde, 2013), students' motivation in completing all physical activities makes students able to solve new problems so that their problem-solving abilities develop (Sozen, 2012).

Furthermore, the increase in social skills occurs because the sports environment provides space for social interaction and communication between teachers and students and students with students, providing opportunities for students to express themselves actively and adapt to the surrounding environment (Madrona et al., 2014). During the movement activity process, the teacher should not be passive, only give motion instructions and then pay

attention; the teacher must be able to create a fun and communicative atmosphere for students so that the development of students' social skills can be more optimal (Ferguson & Shapiro, 2016).

This study shows that sports activities with different movement variations can increase positive non-sports values such as goal setting, problem-solving, and social skills (Cronin et al., 2018). This research reinforces previous research that sports activities should not only focus on sports skills but should also be able to develop life skills such as goal setting, problem-solving, and social skills in the context of Positive Youth Development (PYD) (Bean & Forneris, 2016). The success of increasing positive values through sports cannot be achieved without the awareness of coaches, teachers, and parents for students not only to be oriented to the development of sports skills but also to be oriented to the positive values contained in sports so that young people can succeed in school, the environment, and in the future (Bean et al., 2018; Camiré et al., 2020; Sackett and Gano-Overway, 2017; Weiss et al. 2013).

CONCLUSION

Study this aim to know the influence of the kid's athletics program on the goal setting, problem-solving and social skills of elementary school students aged 11-12 years. Research shows that the kid's athletics program significantly affects the development of goal-setting, problem-solving, and social skills of students compared to group control. Program success requires an understanding of the life skills of teachers and coaches. Operators must want to care about improving goal setting, problem-solving, social skills, and values. Another vivacious developed through sport is to a student in skeleton increase their ability to face various challenges and success in coming century

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