

**PENGARUH PROGRAM EKSTRAKURIKULER TERHADAP
PENGEMBANGAN KECAKAPAN HIDUP (*LIFE SKILL*) DI SEKOLAH
DASAR TA'MIRUL ISLAM SURAKARTA**

TESIS

Diajukan Untuk Memenuhi Syarat Memperoleh Gelar Magister Pendidikan
Program Studi Pendidikan Olahraga



Oleh

PRIMA AYU SUKARSANA WIJAYANTI

2105599

**PROGRAM STUDI PENDIDIKAN OLAHRAGA
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
AGUSTUS
2023**

LEMBAR HAK CIPTA

**PENGARUH PROGRAM EKSTRAKURIKULER TERHADAP
PENGEMBANGAN KECAKAPAN HIDUP (*LIFE SKILL*) DI SEKOLAH
DASAR TA'MIRUL ISLAM SURAKARTA**

Oleh:

Prima Ayu Sukarsana Wijayanti

2105599

Sebuah tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar Magister Pendidikan pada Program Studi Pendidikan Olahraga

© Prima Ayu Sukarsana Wijayanti

Universitas Pendidikan Indonesia

Agustus 2023

Hak Cipta dilindungi dengan undang-undang

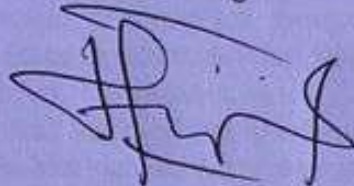
Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian, dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa izin dari penulis.

LEMBAR PENGESAHAN

Prima Ayu Sukarsana Wijayanti

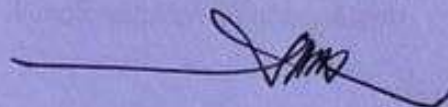
PENGARUH PROGRAM EKSTRAKURIKULER OLAAHRAGA TERHADAP PENGEMBANGAN KECAKAPAN HIDUP (*LIFE SKILL*) PADA MASA PANDEMI COVID-19 DI SEKOLAH DASAR TA'MIRUL ISLAM SURAKARTA

Disetujui dan di sahkan oleh Tim Pembimbing
Pembimbing I



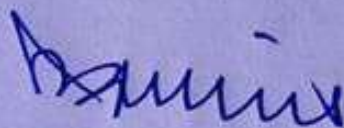
dr. Pipit Pitriani, M.Kes.Ph.D
NIP. 197908262010122003

Pembimbing II



Dr. Agus Mahendra, M.A
NIP. 196308241989031002

Mengetahui
Ketua Program Studi
Pascasarjana



Prof. Dr. H. Amung Ma'mun, M.Pd
NIP. 196001191986031002

**PENGARUH PROGRAM EKSTRAKURIKULER TERHADAP
KECAKAPAN HIDUP (*LIFE SKILL*) DI SEKOLAH
DASAR TA'MIRUL ISLAM SURAKARTA**

Prima Ayu Sukarsana Wijayanti, Pipit Pitriani, Agus Mahendra
Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia
primaayusw96@gmail.com

ABSTRAK

Tujuan penelitian ini adalah untuk menggali kecakapan hidup yang dikembangkan melalui ekstrakurikuler olahraga di SD Ta'mirul Islam Surakarta. Diperlukan penelitian yang lebih mendalam untuk menggali peran pengembangan kecakapan hidup melalui keikutsertaan ekstrakurikuler olahraga. Pengumpulan data dilakukan melalui kuesioner *Life Skills Scale for Sport*. Teknik pengambilan sampel menggunakan *total sampling*. Jumlah sampel adalah 110 siswa yang mengikuti ekstrakurikuler olahraga sebanyak 30 siswa lalu yang mengikuti ekstrakurikuler non olahraga sebanyak 60 siswa dan yang tidak mengikuti ekstrakurikuler apapun sebanyak 20 siswa. Metode penelitian yang digunakan adalah deskriptif-komparatif kausal (*expose facto*). Hasil penelitian menunjukkan siswa yang mengikuti ekstrakurikuler olahraga memperoleh kecakapan hidup tertinggi; terdapat perbedaan nilai kecakapan hidup antara kelompok siswa yang mengikuti ekstrakurikuler olahraga dan kelompok siswa yang mengikuti ekstrakurikuler non olahraga; terdapat perbedaan nilai kecakapan hidup antara kelompok siswa yang mengikuti ekstrakurikuler olahraga dengan kelompok siswa yang tidak mengikuti ekstrakurikuler apapun; Terdapat perbedaan nilai-nilai kecakapan hidup antara kelompok siswa yang mengikuti ekstrakurikuler non olahraga dengan kelompok siswa yang tidak mengikuti ekstrakurikuler apapun. Pencapaian *life skills* siswa yang mengikuti ekstrakurikuler olahraga lebih tinggi dari siswa yang mengikuti ekstrakurikuler non olahraga, memperkuat bahwasanya partisipasi dalam berolahraga yang terprogram oleh sekolah bermanfaat dalam mengembangkan *life skills* siswa, meskipun belum terintegrasi secara langsung.

Kata Kunci : kecakapan hidup, ekstrakurikuler, olahraga

**THE INFLUENCE OF EXTRACURRICULAR PROGRAMS ON THE
DEVELOPMENT OF LIFE SKILLS AT TA'MIRUL ISLAM
PRIMARY SCHOOL, SURAKARTA**

Prima Ayu Sukarsana Wijayanti, Pipit Pitriani, Agus Mahendra
Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia
primaayusw96@gmail.com

ABSTRACT

The aim of this research is to explore life skills developed through sports at SD Ta'mirul Islam Surakarta. More in-depth research is needed to explore the role of developing life skills through extracurricular sports participation. Data collection was carried out through the Life Skills Scale for Sport questionnaire. The sampling technique uses total sampling. The number of samples was 110 students who took part in sports extracurriculars as many as 30 students, then those who took part in non-sport extracurriculars were 60 students and those who did not take part in any extracurriculars were 20 students. The research method used is descriptive-causal comparative (expose facto). The results showed that students who took part in sport extracurriculars obtained the highest life skills; there are differences in the value of life skills between groups of students who take part in sports extracurriculars and groups of students who take part in non-sport extracurriculars; there are differences in the value of life skills between groups of students who take part in sports extracurriculars and groups of students who do not take part in any extracurriculars; There are differences in the values of life skills between groups of students who take part in non-sports extracurriculars and groups of students who do not take part in any extracurriculars. Achievement of life skills of students who take part in sports extracurriculars is higher than students who take part in non-sport extracurriculars, reinforces that participation in sports programmed by schools is useful in developing students' life skills even though they have not been integrated directly.

Keywords: life skills, sports, extracurricular

DAFTAR ISI

LEMBAR HAK CIPTA	
LEMBAR PENGESAHAN	
LEMBAR PERNYATAAN KEASLIAN	
KATA PENGANTAR	i
UCAPAN TERIMA KASIH.....	ii
ABSTRAK	iv
ABSTRACT.....	v
DAFTAR ISI.....	vi
DAFTAR TABEL.....	viii
DAFTAR GAMBAR	ix
DAFTAR LAMPIRAN.....	x
BAB I PENDAHULUAN	1
1.1. Latar Belakang Penelitian	1
1.2. Rumusan Masalah Penelitian	5
1.3. Tujuan Penelitian.....	5
1.4. Manfaat Penelitian.....	6
1.5. Struktur Organisasi Tesis	7
BAB II KAJIAN PUSTAKA.....	8
2.1 <i>Life Skill</i>	8
2.1.1 Penetapan Tujuan (<i>Goal Setting</i>).....	10
2.1.2 Kecakapan Emosional (<i>Emotional Skills</i>).....	10
2.1.3 Manajemen Waktu (<i>Time Management</i>)	11
2.1.4 Kepemimpinan (<i>Leadership</i>)	11
2.1.5 Kerjasama Tim (<i>Teamwork</i>)	12
2.1.6 Kecakapan Sosial (<i>Social Skills</i>).....	13
2.1.7 Komunikasi Interpersonal (<i>Interpersonal Communication</i>).....	13
2.1.8 Pemecahan Masalah dan Pengambilan Keputusan (<i>Problem Solving & Decision Making</i>)	14
2.2 <i>Life Skill</i> Melalui Partisipasi Olahraga.....	15
2.3 Ekstrakurikuler	16
2.3.1 Pengertian Ekstrakurikuler	16
2.3.2 Tujuan, Manfaat dan Ruang Lingkup Kegiatan Ekstrakurikuler.....	17
2.4 Ekstrakurikuler Olahraga Sebagai Sarana Sekolah dalam Mendidik Jasmani Siswa	19

2.4.1	Pengertian Pendidikan Jasmani	19
2.4.2	Tujuan Pendidikan Jasmani	22
2.4.3	Manfaat dan Pentingnya Pendidikan Jasmani	24
2.5	Penelitian yang Relevan.....	30
2.6	Kerangka Berfikir.....	31
2.7	Hipotesis.....	33
	BAB III METODE PENELITIAN.....	34
3.1	Desain Penelitian.....	34
3.2	Partisipan.....	34
3.3	Populasi dan Sampel	34
3.4	Instrumen Penelitian.....	35
3.5	Prosedur Penelitian.....	39
3.5.1	Tahap Persiapan	39
3.5.2	Tahap Pelaksanaan.....	39
3.5.3	Tahap Akhir atau Pelaporan	40
3.6	Teknik Pengumpulan Data.....	40
3.7	Analisi Data.....	40
3.7.1	Seleksi Data Hasil Penelitian	41
3.7.2	Mengolah Data/Analisis Data.....	41
3.7.3	Uji Normalitas.....	41
3.7.4	Uji Homogenitas	42
3.8	Uji Hipotesis	42
	BAB IV TEMUAN DAN PEMBAHASAN	43
4.1	Deskripsi Data Hasil Penelitian	43
4.2	Uji Prasyarat Analisis.....	43
4.2.1	Uji Normalitas Data	43
4.2.2	Uji Homogenitas	44
4.3	Pengujian Hipotesis.....	47
4.4	Diskusi Penemuan.....	52
	BAB V SIMPULAN, IMPLIKASI DAN REKOMENDASI	59
5.1	Simpulan.....	59
5.2	Implikasi.....	60
5.3	Rekomendasi	60
	DAFTAR PUSTAKA	61
	LAMPIRAN.....	69
	RIWAYAT HIDUP.....	86

DAFTAR TABEL

Tabel 3.1 Instrumen Penelitian Adaptasi <i>LSSS</i> (Cronin & Allen, 2017)	36
Tabel 4.1 Uji Normalitas	44
Tabel 4.2 Uji Homogenitas	44
Tabel 4.3 Nilai Kecakapan Hidup Siswa yang mengikuti Ekstrakurikuler Olahraga	45
Tabel 4.4 Nilai Kecakapan Hidup Siswa yang mengikuti Ekstrakurikuler Non Olahraga.....	45
Tabel 4.5 Nilai Kecakapan Hidup Siswa Non Ekstrakurikuler.....	46
Tabel 4.6 Uji Independent t-Test Ekstrakurikuler Olahraga dengan Ekstrakurikuler Non Olahraga.....	47
Tabel 4.7 Uji Independent t-Test Ekstrakurikuler Olahraga dengan Non Ekstrakurikuler	48
Tabel 4.8 Uji Independent t-Test Ekstrakurikuler Non Olahraga dengan Non Ekstrakurikuler	49
Tabel 4.9 Kecakapan Hidup (<i>Life Skill</i>) di Sekolah SD Ta'mirul Islam Surakarta	51

DAFTAR GAMBAR

Gambar 2. 1	<i>Life Skills Framework</i> (Cronin & Allen, 2017).....	9
Gambar 2.2	Model Konseptual Latihan Kerjasama Tim McEwan & Beauchamp, (2014)	13
Gambar 4.1	Kecakapan Hidup (<i>Life Skills</i>) di Sekolah SD Ta'mirul Islam Surakarta	51

DAFTAR LAMPIRAN

Lampiran 1	Surat Keterangan Pembimbing Tesis	70
Lampiran 2	Instrumen <i>Life Skills Scale for Sport</i>	72
Lampiran 3	Pertanyaan <i>Life Skills Scale for Sport</i> (Cronin & Allen, 2017)	75
Lampiran 4	Surat Pengantar Observasi Ke Sekolah Dasar Ta'mirul Islam Surakarta.....	78
Lampiran 5	Surat Keterangan Penerimaan Ijin Observasi dari Sekolah Dasar Ta'mirul Islam Surakarta.....	79
Lampiran 6	Surat Keterangan telah Melaksanakan Observasi dari Sekolah Dasar Ta'mirul Islam Surakarta	80
Lampiran 7	Hasil Perolehan Data	81
Lampiran 8	Dokumentasi.....	84

DAFTAR PUSTAKA

- Acar, K., Akandere, M., & Bastug, G. (2013). A study of problem solving skills and non-functional attitudes of children who get training for football. *Turkish Journal of Sport and Exercise*, 15(3), 69-74–74.
- Ahdan, S., & Sucipto, A. (2021). Program Latihan Kebugaran Jasmani Dalam Menjaga Kesehatan Dimasa Pandemi Smk Kridawisata Bandar Lampung. *Journal of Social Sciences and Technology for Community Service (JSSTCS)*, 2(2), 102–107.
- Akfirat, O. N., & Kezer, F. (2016). A Program Implementation for the Development of Life Skills of Primary School 4th Grade Students. *Journal of Education and Practice*, 7(35), 9–16. <https://search.proquest.com/docview/1895979353?accountid=27428>
- Anwar. (2012). Pendidikan Kecakapan Hidup (*Life Skill Education*). Bandung: Alfabeta.
- Azis, A., Helaprahara, D., Fepriyanto, A., & Supriyanto, N. A. (2021). Pelatihan Kebugaran Jasmani Siswa Di Kabupaten Sumenep Pada Masa Pandemi Covid 19. *Jurnal Pengabdian Kepada Masyarakat (MEDITEG)*, 6(1), 13–20.
- Bailey, R. (2006). General Article Physical Education and Sport in Schools : A Review of Benefits and Outcomes. *Journal of School Health*, 76 (8), hlm. 397-401.
- Bean, C., Kendellen, K., & Forneris, T. (2016) Moving Beyond the Gym: Exploring Life Skill Transfer Within a Female Physical Activity-Based Life Skills Program. *Journal of Applied Sport Psychology*, 28(3), 274-290. <https://doi.org/10.1080/10413200.2015.1124155>
- Beedy, J.P. and Zierk, T., (2000). Lessons from the field: taking a proactive approach to developing character through sports. *CYD journal: community youth development*, 1, 6–13. Available from: <http://www.youthpolicy.org/research/journals/community-youth-developmentjournal/>

- Camiré, M., & Trudel, P. (2013). Using High School Football to Promote Life Skills and Student Engagement: Perspectives from Canadian Coaches and Students. *World Journal of Education*, 3(3), 40-51.
doi:/10.5430/wje.v3n3p40
- Camiré, M., Trudel, P., & Forneris, T. (2012). Coaching and transferring life skills: Philosophies and strategies used by model high school coaches. *Sport Psychologist*, 26(2), 243–260. <https://doi.org/10.1123/tsp.26.2.243>
- Carreres-Ponsoda, F., Carbonell, A. E., Cortell-Tormo, J. M., Fuster-Lloret, V., & Andreu-Cabrera, E. (2012). The relationship between out-of-school sport participation and positive youth development. *Journal of human sport and exercise*, 7(3), 671-683. doi.10.4100/jhse.2012.73.07
- Cotterill, S. T., & Fransen, K. (2016). Athlete leadership in sport teams: Current understanding and future directions. *International Review of Sport and Exercise Psychology*, 9(1), 116–133.
<https://doi.org/10.1080/1750984X.2015.1124443>
- Cronin, L. (2015). Life skills Development Through Youth Sport: Antecedents, Consequences, and Measurement.
- Cronin, L. D., & Allen, J. (2017). Development and initial validation of the Life Skills Scale for Sport. *Psychology of Sport and Exercise*, 28, 105–119.
<https://doi.org/10.1016/j.psychsport.2016.11.001>
- Cunningham, I., Simmons, P., & Mascarenhas, D. (2018). Sport officials' strategies for managing interactions with players: Face-work on the front-stage. *Psychology of Sport and Exercise*, 39(January), 154–162.
<https://doi.org/10.1016/j.psychsport.2018.08.009>
- Danish, S. J., Forneris, T., & Wallace, I. (2005). Journal of Applied School SportBased Life skills Programming in the Schools. *Journal of Applied School Psychology*, (November 2014), 37-41
<https://doi.org/10.1300/J370v21n02>
- Danish, S. K., & Nellen, V. C.(2012). New Roles for Sport Psychologists : Teaching Life Skills Through Sport to At_Risk Youth. *Quest*, 49, 100-113.

- Danish, S., Forneris, T., Hodge, K., & Heke, I. (2004). Enhancing youth development through sport. *World Leisure Journal*, 46(3), 38–49. <https://doi.org/10.1080/04419057.2004.9674365>
- Danish, S.J. and Donahue, T. (1995) Understanding Media's Influence on the Development of Antisocial and Prosocial Behavior. In: Hampton, R., Jenkins, P. and Gullota, T., Eds., *Preventing Violence in America*, Sage, Thousand Oaks, 133-166.
- Danish, S.J., Fazio, R.J., Nellen, V.C., and Owens, S.S., (2002). Teaching life skills through sport: community-based programs to enhance adolescent development. In: J.L. Van Raalte and B.W. Brewer, eds. *Exploring sport and exercise psychology*. 2nd ed. Washington, DC: American Psychological Association, 269–288. doi:10.1037/10465-013
- Depdiknas. (2003). *Undang-Undang Sistem Pendidikan Nasional*. Jakarta: Departemen Pendidikan Nasional.
- Doucet, Armand., et al (2020). Thinking about Pedagogy in an Unfolding Pandemic (An Independent Report on Approaches to Distance Learning During Covid 19 School Closure). Version 2.0 | 29 March 2020.
- Durhan, T. A. (2021). the Relationship Between the Effect of Sports on Life Skills of Secondary School. *International and Culture*, 6(12), 332-337. <https://doi.org/10.35826/ijoecc.357>
- Fahrizqi, E. B., Mahfud, I., Yuliandra, R., & Gumantan, A. (2020). Tingkat Kebugaran Jasmani Mahasiswa Olahraga Selama New Normal Pandemi Covid-19. *Tadulako Journal Sport Sciences And Physical Education*, 8(2), 53–62.
- Fraenkel, J. R., & Wallen, N. E. (2012). *How to Design and Evaluate Research in Education* by. 7, 429.
- Fraser-thomas, J. L., Côté, J., Deakin, J., Deakin, J., Fraser-thomas, J. L., & Co, Ñ. J. (2007). *Physical Education and Sport Pedagogy Youth sport programs : an avenue to foster positive youth development Youth sport programs : an avenue to foster positive youth development ^ te. January 2013*, 37–41.

- Fredricks, J. A., & Eccles, J. A.,(2006). Is extracurricular participation associated with beneficial outcomes? Concurrent and longitudinal relations. *Developmental Psychology*, 42(4), 698-713. doi.10.1037/0012-1649.42.4.698
- Freeman. (2001). Pendidikan Jasmani. Jakarta: Depdikbud Dirjendikti.
- Gabriel, K.K.P., DeBate, R.D., High, R.R., and Racine, E.F., 2011. Girls on the run: a quasiexperimental evaluation of a developmentally focused youth sport program. *Journal of physical activity and health*, 8, S285–S294. Available from: <http://journals.humankinetics.com/jpah>
- Gould, D., & Carson, S. (2008). Life skills development through sport: *current status and future directions*. *International Review of Sport and Exercise Psychology*, 1(1), 58–78. <https://doi.org/10.1080/17509840701834573>
- Graham, G., Holt, S.A., Parker, M. (1993) *Children Moving, A Reflective Approach to Teaching Physical Education*. California: Mayfield.
- Harrison, P. A., & Narayan, G. (2003). Differences in behavior, psychological factors, and environmental factor associated with participation in school sport and other activities in adolescence. *Journal of school health*, 73 (3), 113-120. doi: 10.1111/j.1746-1561.2003.tb03585.x
- Hayden, L. A., Whitley, M. A., Cook, A. L., Dumais, A., Silva, M., & Scherer, A. (2015). An exploration of life skill development through sport in three international high schools. *Qualitative Research in Sport, Exercise and Health*, 7(5), 759–775. <https://doi.org/10.1080/2159676X.2015.1011217>
- Hellison D.,2011. *Teaching responsibility through physical activity 3rd ed.* Champaign, IL: Human Kinestics.
- Hudaya, P., Ma,mun, A., Hidayat, Y. (2017). Integrasi kecakapan hidup ke dalam program latihan renang. *Edusentris, Jurnal Ilmu Pendidikan dan Pengajaran*, 4(3), hlm. 150-159.
- Jegannathan, B., Dahlblom, K., & Kullgren, G. (2014). Outcome of a school-based intervention to promote life skills among young people in Cambodia. *Asian Journal of Psychiatry*, 9, hlm 78-84
- Jones, M. I., & Lavallee, D. (201). Exploring perceived life skills development and participation in sport. *Qualitative Research in Sport and Exercise*, 1(1), 36–50. <https://doi.org/10.1080/19398440802567931>

- Jowett, S., & Wylleman, P. (2006). Interpersonal relationships in sport and exercise settings: Crossing the chasm. *Psychology of Sport and Exercise*, 2, 119–123.
- Kahn, J., Bailey, R., & Jones, S. (2019). Coaching Social & Emotional Skills in Youth Sports. *Aspen Institute*, 24.
- Kaya, A. (2014). Decision Making by Coaches and Athletes in Sport. *Procedia - Social and Behavioral Sciences*, 152, 333–338.
<https://doi.org/10.1016/j.sbspro.2014.09.205>
- Kendellen, K., Camiré, M., Bean, C. N., Forneris, T., & Thompson, J. (2017). Integrating life skills into Golf Canada's youth programs: Insights into a successful research to practice partnership. *Journal of Sport Psychology in Action*, 8(1), 34–46. <https://doi.org/10.1080/21520704.2016.1205699>
- Larson, R. W. (2000). Toward a psychology of positive youth development. *American Psychologist*, 55(1), hlm. 170-183.
 doi:10.1037/0003-066X.55.1.170
- Lerner, R. M., Almerigi, J. B., & Lerner, J. V. (2005). Positive Youth Development A View of the Issues, 25(1), 10–16.
<https://doi.org/10.1177/0272431604273211>
- Lim, S. M., Rodger, S., & Brown, T. (2010). Learning related and interpersonal social skills constructs in two existing social skills assessments. *Occupational Therapy in Mental Health*, 26(2), 131–150.
<https://doi.org/10.1080/01642121003736069>
- Locke, E. A., & Latham, G. P. (2016). *Building a practically useful theory of goal setting and task motivation: A 35-year odyssey*. In G. J. Boyle, J. G. O'Gorman, & G. J. Fogarty (Eds.), *Sage benchmarks in psychology. Work and organisational psychology: Research methodology; Assessment and selection; Organisational change and development; Human resource and performance management; Emerging trends: Innovation/ globalisation/ technology* (p. 1–24). Sage Publications, Inc.
- Mahendra, A. 2004. Falsafah Pendidikan Jasmani. Departemen Pendidikan Nasional Direktorat Jenderal Pendidikan Dasar dan Menengah Direktorat Pendidikan Lanjutan Pertama.

- Marsollier, É., Trottier, C., & Falcão, W. R. (2020). Development and transfer of life skills in figure skating: Experiences of athletes and their coaches. *Qualitative Research in Sport, Exercise and Health*, 12(5), 664–682. <https://doi.org/10.1080/2159676X.2019.1659392>
- Marwiyah, S. (2012). Konsep Pendidikan Berbasis Kecakapan Hidup. *Jurnal Falasifa*, 3(1), 75–98.
- Mcewan, D., & Beauchamp, M. R. (2014). International Review of Sport and Exercise Psychology Teamwork in sport: a theoretical and integrative review, (February 2015), 37-41. <https://doi.org/10.1080/1750984X.2014.932423>
- Monda, S. J., Voelker, D. K., Kimball, A. C., & Cardone, D. (2016). The Student-Athlete Leadership Academy: Ten years of interscholastic sport leadership training. *Journal of Sport Psychology in Action*, 7(2), 98–108. <https://doi.org/10.1080/21520704.2016.1179237>
- Nursasih, I.D. 2018. Dampak Aktivitas Dalam Klub Olahraga Terhadap Life skills. (Tesis), Universitas Pendidikan Indonesia.
- Orlick, T., (2006). Cooperative games and sports, joyful activities for everyone. 2nd ed. Champaign, IL: Human Kinetics.
- Riduwan. (2012). Metode & Teknik Menyusun Proposal Penelitian. Bandung: Alfabeta.
- Rina, G., & Karmila, M. (2020). Pendidikan Keterampilan Hidup (Life skill) Anak Usia Dini Selama Masa Pandemi Covid-19 Di Lingkungan Keluarga. *Tematik*, 6(2), 53-61.
- Rohmansari, R., Ma'mun, A., & Muhtar, T.(2019). Dampak Kegiatan Ekstrakurikuler terhadap Perkembangan Life Skill Siswa Sekolah Menengah Atas. *Jurnal Penelitian Pendidikan*,18(3),371-382. Retrieved from <http://ejournal.upi.edu/index.php/JER/article/view/15009>
- Roos, S., & Haanpää, L. (2017). Decision-making opportunities at school moderate the effects of positive youth development on civic behaviors. *Nordic Psychology*, 69(4), 217–230. <https://doi.org/10.1080/19012276.2016.1268540>

- Santos, F. de S. F. dos, Camiré, M., & Campos, P. H. da F. (2018). Youth sport coaches' role in facilitating positive youth development in Portuguese field hockey. *International Journal of Sport and Exercise Psychology*, 16(3), 221–234. <https://doi.org/10.1080/1612197X.2016.1187655>
- Santoso, T. (2021). Analisis Pengaruh Masa Pandemi Covid-19 Terhadap Kebugaran Jasmani Siswa SMA Negeri 1 Guntur. *Jurnal Pendidikan Dasar Dan Menengah*, 1(2), 83–92.
- Sari, A. S., Wibowo, A. T., & Gupita, E. C. (2020). Sosialisasi Menjaga Kebugaran Jasmani saat Pandemi Covid-19 pada Sekolah Keterbakatan Olahraga Tingkat SMA di Kabupaten Kulonprogo. *Jurnal Bina Pengabdian Kepada Masyarakat*, 1(1), 1–7.
- Sahmey, K. (2013). A study on factors underlying juvenile delinquency and positive youth development programs (Doctoral dissertation).
- Saufi, M., & Saberan, R. (2020). Basic Life Skills dalam Pembelajaran di Sekolah Dasar. *Elementa: Jurnal Prodi Pgsd Stkip Pgri Banjarmasin*, 1(3), 190–197. <https://doi.org/10.33654/pgsd>
- Seow, P.-S., & Pan, G. (2014). A Literature Review of the Impact of Extracurricular Activities Participation on Students' Academic Performance. *Journal of Education for Business*, 89 (7), hlm. 361-366.
- Shamsudin, S., Ismail, S. F., Al-Mamun, A & Nordin, S. K. B. S. (2014). Examining the effect of extracurricular activities on academic achievements among the public university students in Malaysia. *Asian Social Science*, 10 (9), hlm. 171–177.
- Shields, D. and Bredemeier, B., (1995). Character development and physical activity. Champaign, IL: Human Kinetics Publishers.
- Siedentop. (1991). Developing Teaching Skill in Physical Education. California:Field.
- Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*.

- Syamsudin, S. (2021). Survey Tingkat Kebugaran Jasmani Anggota Komunitas Bola Basket PJKR Unmus Pasca Pemberlakuan New Normal Pandemi Covid-19. *Musamus Journal of Physical Education and Sport (MJPES)*, 4(01), 113–123.
- Uktolseja, N. F., & Khosiyono, B. H. C. (2021). Implementasi pendidikan life skill untuk siswa di sekolah dasar. In *Prosiding Seminar Nasional Bahasa, Sastra, Seni, dan Pendidikan Dasar (SENSASEDA)* (Vol. 1, pp. 131-135).
- Weiss, M. R., Stuntz, C. P., Bhalla, J. A., Bolter, N. D., & Price, M. S. (2013). Qualitative Research in Sport , Exercise and Health ‘ More than a game ’: impact of The First Tee life skills programme on positive youth development : project introduction and Year 1 findings, (January 2015), 37–41. <https://doi.org/10.1080/2159676X.2012.712997>
- Wium, N., & Dimitrova, R. (2019). Positive Youth Development Across Cultures : Introduction to the Special Issue. *Child & Youth Care Forum*, 48(2), 147– 153. <https://doi.org/10.1007/s10566-019-09488-7>
- Wijaya, K. W. B., Ni Wayan Sri Darmayanti & Ni Made Muliani. (2020). Pengembangan Keterampilan Hidup dan Karir Siswa Dalam Rangka Peningkatan Mutu Lulusan Sekolah Dasar. *Jurnal Penjamin Mutu Lembaga Penjamin Mutu Institut Hindu Dharma Negeri Denpasar*
- World Health Organization. (1999). *Partners in life skills education: conclusions from a Unites Nations Inter Agency Meeting*. Diakses pada January 20, 2023, from http://www.who.int/mental_health/media/en/30.pdf
- Zimmerman, B. J. (2008). Investigating self-regulation and motivation: Historical background, methodological developments, and future prospects. *American Educational Research Journal*, 45(1), 166–183. <https://doi.org/10.3102/0002831207312909>