

***INTEGRATING LIFE SKILLS DALAM LATIHAN BOLA BASKET  
UNTUK PENGEMBANGAN PEMUDA YANG POSITIF  
Study Eksperimen Pada Kita Bisa Basketball Academy Cianjur***

**TESIS**

Diajukan untuk memenuhi sebagian syarat untuk memperoleh gelar  
Magister Pendidikan Olahraga



Oleh  
**Haerul Ikhsan**  
**1707548**

**PROGRAM STUDI  
PENDIDIKAN OLAHRAGA  
SEKOLAH PASCASARJANA  
UNIVERSITAS PENDIDIKAN INDONESIA  
2019**

***Integrating Life Skills* dalam Latihan  
Bola Basket Untuk Pengembangan  
Pemuda yang Positif**  
***Study Eksperimen Pada Kita Bisa Basketball Academy Cianjur***

Oleh

Haerul Ikhsan, S.Pd

UNM Makassar, 2016

Sebuah Tesis yang diajukan untuk memenuhi salah satu syarat memperoleh gelar  
Magister Pendidikan (M.Pd.) pada Fakultas Pascasarjana Pendidikan Olahraga

© Haerul Ikhsan 2019  
Universitas Pendidikan Indonesia  
Oktober 2019

Hak Cipta dilindungi undang-undang.  
Tesis ini tidak boleh diperbanyak seluruhnya atau sebagian,  
dengan dicetak ulang, difoto kopi, atau cara lainnya tanpa ijin dari penulis.

**LEMBAR PENGESAHAN TESIS**

**Haerul Ikhsan**

***INTEGRATING LIFE SKILLS DALAM LATIHAN BOLA BASKET  
UNTUK PENGEMBANGAN PEMUDA YANG POSITIF  
Study Eksperimen Pada Kita Bisa Basketball Academy Cianjur***

**Disetujui dan disahkan oleh pembimbing:**

**Pembimbing I**



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

**Pembimbing II**



**Dr. Dian Budiana., M.Pd.  
NIP. 197706292002121001**

**Mengetahui,**

**Ketua Program Studi Pendidikan Olahraga  
Sekolah Pascasarjana  
Universitas Pendidikan Indonesia**



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

# **INTEGRATING LIFE SKILLS DALAM LATIHAN BOLA BASKET UNTUK PENGEMBANGAN PEMUDA YANG POSITIF**

**Haerul Ikhsan, Amung Ma'mun, Dian Budiana  
Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia  
haerulikhsan@upi.edu**

## **Abstrak**

Tujuan penelitian ini adalah untuk melihat pengaruh *integrating life skills* dalam program latihan bola basket untuk pengembangan pemuda yang positif. Metode penelitian yang digunakan dalam penelitian ini adalah *Quasi-Eksperimen* dengan desain penelitian *Matching-only Pretest-Posttest Control Group Design*. 30 remaja dengan rentang usia 11-21 tahun dipilih dengan menggunakan teknik *Purposive Sampling* yang dibagi kedalam tiga kelompok yaitu kelompok A (Latihan dengan integrasi *life skills*), kelompok B (Latihan tanpa integrasi *life skills*) dan kelompok C (kelompok yang tidak mengikuti pelatihan olahraga). Treatment dilakukan sebanyak 12 kali pertemuan. Instrumen penelitian menggunakan angket LSSS yang berisi 47 item pernyataan. Analisis data menggunakan uji *Anova One-Way*, *Shapiro-Wilk*, *Levene statistics*, *Post Hoc Test Games-Howell* dan *Mann-Whitney U*. Hasil menunjukkan bahwa terdapat perbedaan perkembangan *life skills* pada masing-masing kelompok berdasarkan nilai *posttest* dengan nilai F hitung = 47,683 dengan signifikansi 0,000 dibandingkan dengan F tabel = 3,35 (probabilitas 0,05). Secara keseluruhan berdasarkan nilai *posttest* kelompok A mengalami perkembangan *life skills* yang paling tinggi dibandingkan dengan kelompok B maupun C dengan masing-masing selisih nilai rata-rata 37,00 dan 69,80. Berdasarkan nilai *gainscore* kelompok A mengalami perkembangan *life skills* yang lebih tinggi dibanding kelompok B dengan masing-masing nilai rata-rata *gainscore* 41,25 dan 14,17. Kelompok A mengalami perkembangan *life skills* yang lebih tinggi dibandingkan dengan kelompok C dengan masing-masing nilai rata-rata *posttest* 15,50 dan 5,50. Selain itu, berdasarkan nilai rata-rata *posttest* kelompok B mengalami perkembangan *life skills* yang lebih tinggi dibandingkan kelompok C dengan masing-masing nilai rata-rata *posttest* 14,70 dan 6,30. Sehingga dapat disimpulkan dengan mengintegrasikan komponen *life skills* kedalam program pelatihan olahraga secara terstruktur dan disengaja akan dapat meningkatkan *life skills* secara signifikan untuk pengembangan pemuda yang positif.

Kata kunci: Latihan Bola Basket, *Life Skills*, Pengembangan Pemuda Positif

# **INTEGRATING LIFE SKILLS INTO BASKETBALL TRAINING FOR POSITIVE YOUTH DEVELOPMENT**

**Haerul Ikhsan, Amung Ma'mun, Dian Budiana  
Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia  
haerulikhsan@upi.edu**

## ***Abstract***

*The purpose of this study is analytic the effect of integrating life skills in basketball training programs for positive youth development. The research method used in this study is a Quasi-Experiment with the research design Matching-only Pretest-Posttest Control Group Design. 30 adolescents with an age range of 11-21 years were selected using the purposive sampling technique which was divided into three groups, namely group A (Exercise with integration of life skills), group B (Exercise without integration of life skills) and group C (group that did not participate in sports training). Treatment is carried out 12 meetings. The research instrument used the LSSS questionnaire which contained 47 statement items. Data analysis using Anova One-Way Test, Shapiro-Wilk, Levene statistics, Post-Hock Test Games-Howell and Mann-Whitney U. The results showing there are differences in the development of life skills in each group based on the posttest value with the calculated  $F$  value = 47.6683 with a significance of 0,000 compared to  $F$  table = 3.35 (probability 0.05). Overall, based on the posttest scores, group A experienced the highest life skills development compared to groups B and C, with an average difference of 37.00 and 69.80 respectively. Based on the gainscore value, group A experienced a higher life skills development than group B, with an average gaincore score of 41.25 and 14.17. Group A experienced a higher development of life skills compared to group C with an average posttest score of 15.50 and 5.50. In addition, based on the average posttest score, group B experienced higher life skills development than group C with each posttest average value of 14.70 and 6.30. Connculation is with integrating the components of life skills into a sports training program in a structured and deliberate manner that can significantly improve life skills for positive youth development*

*Keyword: Basketball Training, Life Skills, Positive Youth Development*

## DAFTAR ISI

	<b>Halaman</b>
<b>HAK CIPTA .....</b>	<b>i</b>
<b>PERNYATAAN.....</b>	<b>ii</b>
<b>UCAPAN TERIMA KASIH .....</b>	<b>iii</b>
<b>ABSTRAK .....</b>	<b>v</b>
<b>ABSTRACT .....</b>	<b>vi</b>
<b>KATA PENGANTAR.....</b>	<b>vii</b>
<b>DAFTAR ISI.....</b>	<b>viii</b>
<b>DAFTAR TABEL .....</b>	<b>x</b>
<b>DAFTAR LAMPIRAN .....</b>	<b>xi</b>
<b>BAB I PENDAHULUAN.....</b>	<b>1</b>
1.1 Latar Belakang Masalah.....	1
1.2 Rumusan Masalah Penelitian .....	7
1.3 Tujuan Penelitian .....	7
1.4 Manfaat Penelitian .....	8
1.5 Struktur Organisasi Tesis .....	9
<b>BAB II KAJIAN PUSTAKA .....</b>	<b>11</b>
2.1 <i>Life Skills</i> .....	11
2.1.1 Komponen <i>Life Skills</i> .....	14
2.1.2 Klasifikasi <i>Life Skills</i> .....	19
2.2 Konsep Pembelajaran dengan Integrasi <i>Life Skills</i> .....	22
2.3 Pengembangan Pemuda yang Positif ( <i>Positive Youth Development</i> ) .....	25
2.4 Latihan Bola Basket .....	26
2.5 Psikologi Remaja.....	29
2.6 Penelitian yang Relevan.....	31
2.7 Kerangka Pemikiran.....	33
2.8 Hipotesis penelitian.....	34
<b>BAB III METODELOGI PENELITIAN.....</b>	<b>36</b>
3.1 Metode dan Desain Penelitian.....	36
3.1.1 Validasi Desain Penelitian.....	37
3.1.1.1 Validasi Internal .....	37

3.1.1.2. Validasi Eksternal .....	39
3.2 Partisipan.....	39
3.2.1 Kita Bisa <i>Basketball Academy</i> Cianjur .....	39
3.2.2 SMAN 1 Kabupaten Cianjur .....	40
3.3 Populasi dan Sampel .....	40
3.3.1 Populasi .....	40
3.3.2 Sampel .....	40
3.4 Instrumen Penelitian.....	41
3.5 Prosedur Penelitian.....	45
3.5.1 Tahap Persiapan .....	46
3.5.2 Tahap Pelaksanaan .....	46
3.5.3 Tahap Akhir/Pelaporan.....	47
3.6 Analisis Data .....	47
3.6.1 <i>Gain Score</i> .....	47
3.6.2 Uji Normalitas .....	48
3.6.3 Uji Homogenitas.....	48
3.6.4 Uji Hipotesis.....	49
3.6.4.1 Uji ANOVA Satu Jalur ( <i>One-Way ANOVA</i> ).....	49
3.6.4.2 Uji Statistik <i>Independent Sampels t-Test</i> .....	50
3.6.4.3 Uji Statistik <i>Mann-Whitney U</i> .....	51
<b>BAB IV TEMUAN DAN PEMBAHASAN .....</b>	<b>52</b>
4.1 Hasil Penelitian .....	52
4.1.1 Deskripsi Data .....	52
4.1.2 Uji Normalitas .....	52
4.1.3 Uji Homogenitas.....	54
4.1.4 Uji Hipotesis.....	55
4.2 Pembahasan.....	63
<b>BAB V SIMPULAN, IMPLIKASI DAN REKOMENDASI .....</b>	<b>68</b>
5.1 Simpulan .....	68
5.2 Implikasi.....	69
5.3 Rekomendasi .....	69
<b>DAFTAR PUSTAKA .....</b>	<b>70</b>

## DAFTAR PUSTAKA

- Agran, M., Hughes, C., Thoma, C. A., & Scott, L. A. (2016). Employment social skills: What skills are really valued? *Career Development and Transition for Exceptional Individuals*, 39(2), 111–120.  
<https://doi.org/10.1177/2165143414546741>
- Anwar, (2004), *Pendidikan Kecakapan Hidup (Life Skills Education)*. Bandung: Alfabeta
- Asrori, M., & Ali, M. (2009). *Psikologi Remaja*. Jakarta: PT. Bumi Aksara.
- Bailey, R., Cope, E. J., Pearce, G., & Bailey, R. (2013). Why do children take part in , and remain involved in sport ? A literature review and discussion of implications for sports coaches. *International Journal of Coaching Science*, 7(1), 56–75.
- Bean, C., & Forneris, T. (2016). Examining the Importance of Intentionally Structuring the Youth Sport Context to Facilitate Positive Youth Development. *Journal of Applied Sport Psychology*, 28(4), 410–425.  
<https://doi.org/10.1080/10413200.2016.1164764>
- Bean, C., Kendellen, K., & Forneris, T. (2016). Moving Beyond the Gym : Exploring Life Skill Transfer Within a Female Physical Activity-Based Life Skills Program 3200(June).  
<https://doi.org/10.1080/10413200.2015.1124155>
- Benson, P. L., & Saito, R. N. (2011). The Scientific Foundations of Youth Development. In *Trends in Youth Development* (pp. 135–154).  
[https://doi.org/10.1007/978-1-4615-1459-6\\_5](https://doi.org/10.1007/978-1-4615-1459-6_5)
- Bompa, T. (1994). *Theory and Methodology of Training*. Toronto: Kendal Hunt Publishing Company
- Bronfenbrenner, U. (1999). Environments in developmental perspective: Theoretical and operational models. In *Measuring environment across the life span: Emerging methods and concepts*. (pp. 3–28). Washington: American Psychological Association. <https://doi.org/10.1037/10317-001>
- Chaudhry, N. G., & Rasool, G. (2012). A case study on improving problem solving skills of undergraduate computer science students. *World Applied Sciences Journal*, 20(1), 34–39.  
<https://doi.org/10.5829/idosi.wasj.2012.20.01.1778>
- Cotterill, S. T., Brown, H., Cotterill, S. T., & Brown, H. (2018). An exploration of the perceived health , life skill and academic benefits of dinghy sailing for 9 – 13- year-old school children bene fi ts of dinghy sailing for 9 – 13-year-old school children. *Journal of Adventure Education and Outdoor Learning*, 00(00), 1–15. <https://doi.org/10.1080/14729679.2018.1424001>
- Cronin, L. (2015). Life Skills Development Through Youth Sport: Antecedents, Consequences, and Measurement.
- Cronin, L. D., & Allen, J. (2016). Author Note. *Psychology of Sport & Exercise*.  
<https://doi.org/10.1016/j.psychsport.2016.11.001>
- 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>



- Cushion, C. J., and Robyn L. Jones. (2006). "Power, Discourse, and Symbolic Violence in Professional Youth Soccer: The Case of Albion Football Club." *Sociology of Sport Journal* 23 (2): 142–161.
- Cushion, C. J., and Robyn L. Jones. (2014). "A Bourdieusian Analysis of Cultural Reproduction: Socialisation and the 'Hidden Curriculum' in Professional Football." *Sport, Education and Society* 19 (3): 276–298.
- Damon, W. (2004). What Is Positive Youth Development? *Annals of the American Academy of Political and Social Science*, 591, 13–24. <https://doi.org/10.1177/0002716203260092>
- Dan, F., Zhao, L., Suo, C., & Sun, Q. (2011). Years Old Young Children ' s Social Behaviors \*, 5397–5400.
- Danish, S. J., Forneris, T., & Wallace, I. (2005). Journal of Applied School Sport-Based Life Skills Programming in the Schools, (November 2014), 37–41. <https://doi.org/10.1300/J370v21n02>
- Danish, S. J., & Nellen, V. C. (2012). New Roles for Sport Psychologists : Teaching Life Skills Through Sport to At-Risk Youth, (September 2013), 100–113. <https://doi.org/10.1080/00336297.1997.10484226>
- Depdiknas. (2002). *Pedoman Pelaksanaan Pendidikan Kecakapan Hidup*. Jakarta: Depdiknas.
- Digelidis, N., & Papapavlou, A. (2014). Effects of Asynchronous Music on Students ' Lesson Satisfaction and Motivation at the Situational Level, 326–341.
- Dinesh, R., & Belinda, R. (2014). Importance Of Life Skills Education For Youth. *Indian Journal of Applied Research*, 4(12), 12–14.
- Drowatzky, J. N. (1981). *Motor Learning: Principles and Practices, 2nd. Ed.* Minneapolis, Minnesota: Burgess Publishing Comapany.
- Erhardt, N., Martin-Rios, C., & Harkins, J. (2014). Knowledge flow from the top: The importance of teamwork structure in team sports. *European Sport Management Quarterly*, 14(4), 375–396. <https://doi.org/10.1080/16184742.2014.929159>
- Fajar, M. (2002). *Pendidikan kecakapan hidup (Life Skill)*. Bandung: PT Remaja Rosda Karya
- Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. (2012). *HOW TO DESIGN AND EVALUATE RESEARCH IN EDUCATION* (Eighth Edi). New York, Americas: The McGraw-Hill Companies.
- Fraser-thomas, J. L., Côté, J., Deakin, J., Deakin, J., Fraser-thomas, J. L., & Co, Å. 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.
- Gould, D., & Carson, S. (2008). International Review of Sport and Exercise Psychology Life skills development through sport : current status and future directions, (March 2013), 37–41. <https://doi.org/10.1080/17509840701834573>
- Gould, D., & Carson, S. (2010). The relationship between perceived coaching behaviors and developmental benefits of high school sports participation. *The Hellenic Journal of Psychology*. 7. 298-314.

- Guerra, N., Modecki, K., & Cunningham, W. (2014). Developing Social-Emotional Skills for the Labor Market. *Policy Research Working Paper*, 7123.
- Gulo, (2002). *Model Problem Solving*. Jakarta: Yuma Pustaka
- Hardcastle, S. J., Tye, M., Glassey, R., & Hagger, M. S. (2015). Exploring the perceived effectiveness of a life skills development program for high-performance athletes. *Psychology of Sport and Exercise*, 16 (P3), hlm. 139–149.
- Harsono, (1988). *Choaching dan Aspek-Aspek Psikologis dalam choaching*. Jakarta: CV. Tambak Kusumah
- Harsono, (2001). *Latihan Kondisi Fisik*. Bandung: Senerai Pustaka.
- 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>
- Holt, N. L. (2016). *Positive youth development through sport* (2nd edition.). London, UK: Routledge.
- Iksan, Z. H., Zakaria, E., Meerah, T. S. M., Osman, K., Lian, D. K. C., Mahmud, S. N. D., & Krish, P. (2012). Communication Skills among University Students. *Procedia - Social and Behavioral Sciences*, 59, 71–76. <https://doi.org/10.1016/j.sbspro.2012.09.247>
- Jacobs, J. M., & Wright, P. M. (2018). Transfer of Life Skills in Sport-Based Youth Development Programs: A Conceptual Framework Bridging Learning to Application. *Quest*, 70(1), 81–99. <https://doi.org/10.1080/00336297.2017.1348304>
- Johnston, J., Harwood, C., & Minniti, A. M. (2013). Positive Youth Development in Swimming: Clarification and Consensus of Key Psychosocial Assets. *Journal of Applied Sport Psychology*, 25(4), 392–411. <https://doi.org/10.1080/10413200.2012.747571>
- Jones, M. I., & Lavalley, D. (2009). Exploring the life skills needs of British adolescent athletes. *Psychology of Sport and Exercise*, 10(1), 159–167. <https://doi.org/10.1016/j.psychsport.2008.06.005>
- Jones, M. I., & Lavalley, D. (2009). Qualitative Research in Sport and Exercise Exploring perceived life skills development and participation in sport, 8441. <https://doi.org/10.1080/19398440802567931>
- K12 Inc. (2018). The Importance of Life Skills-Based Education - Learning Liftoff. Retrieved July 14, 2019, from <https://www.learningliftoff.com/the-importance-of-life-skills-based-education/>
- Kendellen, K., & Camiré, M. (2016). Examining the life skill development and transfer experiences of former high school athletes, (January). <https://doi.org/10.1080/1612197X.2015.1114502>
- Kendellen, K., Camiré, M., Bean, C. N., & Forneris, T. (2016). Integrating life skills into Golf Canada 's youth programs : Insights into a successful research to practice partnership, 0704(September). <https://doi.org/10.1080/21520704.2016.1205699>
- Kyllo, L. B., & Landers, D. M. (2016). Goal Setting in Sport and Exercise: A

- Research Synthesis to Resolve the Controversy. *Journal of Sport and Exercise Psychology*, 17(2), 117–137. <https://doi.org/10.1123/jsep.17.2.117>
- Lerner, R. M., Almerigi, J. B., Theokas, C., & Lerner, J. V. (2005). Positive youth development: A view of the issues. *Journal of Early Adolescence*, 25(1), 10–16. <https://doi.org/10.1177/0272431604273211>
- Listyono, (2011). *Orientasi life skill dalam kurikulum tingkat satuan pendidikan dengan pendekatan sets*. Surabaya: UIN Sunan Amepel
- Locke, E. A., & Latham, G. P. (1985). The Application of Goal Setting to Sports. *Journal of Sport Psychology*, 7(3), 205–222. <https://doi.org/10.1123/jsp.7.3.205>
- Lunenburg, F. C. (2010). Communication: The Process, Barriers, And Improving Effectiveness. *Schooling*, 1(1), 1–11. Retrieved from <http://unesdoc.unesco.org/images/0026/002610/261016S.pdf>
- Lynch, S. A., & Simpson, C. G. (2010). Social Skills: Laying the Foundation for Success. *Dimensions of Early Childhood*, 38(2), 1–121. Retrieved from [https://southernearlychildhood.org/upload/pdf/Social\\_Skills\\_Laying\\_the\\_Foundation\\_for\\_Success\\_Sharon\\_A\\_Lynch\\_and\\_Cynthia\\_G\\_Simpson\\_Volume\\_38\\_Issue\\_2\\_1.pdf](https://southernearlychildhood.org/upload/pdf/Social_Skills_Laying_the_Foundation_for_Success_Sharon_A_Lynch_and_Cynthia_G_Simpson_Volume_38_Issue_2_1.pdf)
- Mayer, R. E. (2013). *Problem Solving*. Oxford University Press. <https://doi.org/10.1093/oxfordhb/9780195376746.013.0048>
- McEwan, D., & Beauchamp, M. R. (2014). Teamwork in sport: a theoretical and integrative review. *International Review of Sport and Exercise Psychology*, 7(1), 229–250. <https://doi.org/10.1080/1750984X.2014.932423>
- Nasrullah, S., & Khan, M. S. (2015). The Impact of Time Management on the Students' Academic Achievements. *Journal of Literature, Languages and Linguistics*, 11, 66–71. Retrieved from <https://www.mendeley.com/catalogue/impact-time-management-students-academic-achievements-impact-time-management-students-academic-achie/>
- Park, N. (2004). Character Strengths and Positive Youth Development. *Annals of the American Academy of Political and Social Science*, 591, 40–54. <https://doi.org/10.1177/0002716203260079>
- Pierce, S., Gould, D., & Camiré, M. (2017). Definition and model of life skills transfer, 9858(September 2016). <https://doi.org/10.1080/1750984X.2016.1199727>
- Pierce, S., Kendellen, K., Camiré, M., Gould, D., Pierce, S., Kendellen, K., ... Gould, D. (2016). Strategies for coaching for life skills transfer, 0704(December). <https://doi.org/10.1080/21520704.2016.1263982>
- Rohmanasari, R., Ma'mun, A., & Muhtar, T. (2018). Dampak Kegiatan Ekstrakurikuler terhadap Perkembangan Life Skills Siswa Sekolah Menengah Atas, 371–382.
- Sajoto, (1995). *Pengembangan dan Pembinaan Kekuatan kondisi Fisik Dalam Olahraga*. Jakarta: Dahara Prize
- 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>

- Santrock, J. (2007). *Adolescence*. New York: Mc.Graw-Hill Companies
- Santrock, J. (2016). *Essential of Life-Span Development*. New York: Mc.Graw-Hill Education
- Schleicher, A. (2018). Social and Emotional Skills Well-being, Connectedness and Success. In *OECD*. Retrieved from [http://www.oecd.org/education/school/UPDATED Social and Emotional Skills - Well-being, connectedness and success.pdf](http://www.oecd.org/education/school/UPDATED_Social_and_Emotional_Skills_-_Well-being,_connectedness_and_success.pdf) (website).pdf
- Sharma, M. K., & Jain, S. (2013). Leadership Management: Principles, Models and Theories. *Global Journal of Management and Business Studies*, 3(3), 309–318. Retrieved from <http://www.ripublication.com/gjmbs.htm>
- Slamet, P.H. (2002). *Konsep Dasar Pendidikan Kecakapan Hidup*. Jakarta: Balitbang Diknas
- Strachan, L., Côté, J., & Deakin, J. (2011). A new view: Exploring positive youth development in elite sport contexts. *Qualitative Research in Sport, Exercise and Health*, 3(1), 9–32. <https://doi.org/10.1080/19398441.2010.541483>
- Sudirman, N. (1987). *Problem solving*. Jakarta: Sanata Dharma
- Suharno, H.P. (1993). *Ilmu Kepelatihan Olahraga*. Bandung: PT. Karya Ilmu.
- Suhendro, A. (1999). *Dasar-Dasar Kepelatihan*. Jakarta: Universitas Terbuka.
- Sukadiyanto, (2005). *Pengantar Teori Dan Melatih Fisik*. Yogyakarta: FIK Universitas Negeri Yogyakarta.
- Tracy, B. (2013). *Time Management*.
- Turpin, S. M., & Marais, M. A. (2004). Decision-Making: Theory and Practice. *ORiON*, 20(2), 143–160. <https://doi.org/10.5784/20-2-12>
- Usman, B. (2002). *Media Pendidikan*. Jakarta: Ciputat Press.
- Vallée, Chantal N., and Gordon A. Bloom. (2005). “Building a Successful University Program: Key and Common Elements of Expert Coaches.” *Journal of Applied Sport Psychology* 17 (3): 179–196
- Vierimaa, M., Erickson, K., Côté, J., & Gilbert, W. (2012). Positive Youth Development: A Measurement Framework for Sport. *International Journal of Sports Science & Coaching*, 7(3), 601–614. <https://doi.org/10.1260/1747-9541.7.3.601>
- Washington, D. C. (2014). Positive Youth Development. *Office of Juvenile Justice and Delinquency Prevention*, 1–7. Retrieved from <http://www.ojjdp.gov/mpg/litreviews/PositiveYouthDevelopment>.
- 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>
- Widmeyer, W. N., & Ducharme, K. (1997). Team building through team goal setting. *Journal of Applied Sport Psychology*, 9(1), 97–113. <https://doi.org/10.1080/10413209708415386>
- Wiium, N., & Dimitrova, R. (2019). Positive Youth Development Across Cultures: Introduction to the Special Issue. *Child and Youth Care Forum*, 48, 147–153. <https://doi.org/10.1007/s10566-019-09488-7>

- Wissel, H. (2000). *Bola Basket Dilengkapi dengan Program Pemahiran tehnik dan Taktik*. Jakarta: PT Raja Grafindo Persada
- World Health Organization. Division of Mental Health. (1994). *Life skills education for children and adolescents in schools. Pt. 1, Introduction to life skills for psychosocial competence. Pt. 2, Guidelines to facilitate the development and implementation of life skills programmes, 2nd rev.* Geneva: World Health Organization.
- World Health Organization. (1997). Life Skills Education for Children and Adolescents in Schools. In *Life Skills Education in Schools* (pp. 132–148). Retrieved from [www.who.int](http://www.who.int)