

**INTEGRASI *LIFE SKILLS*
PADA OLAHRAGA HOKI REMAJA DALAM RANGKA
*POSITIVE YOUTH DEVELOPMENT (PYD)***

TESIS

Diajukan Untuk Memenuhi Sebagian dari Syarat
Memperoleh Gelar Magister Pendidikan
Program Studi Pendidikan Olahraga Sekolah Pascasarjana



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**PROGRAM STUDI PENDIDIKAN OLAHRAGA
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UNIVERSITAS PENDIDIKAN INDONESIA
2021**

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Ai Melis Kusmiati, S.Pd
UPI Bandung, 2021

Sebuah tesis yang diajukan untuk memenuhi salah satu syarat untuk memperoleh gelar Magister Pendidikan pada Sekolah Pascasarjana UPI

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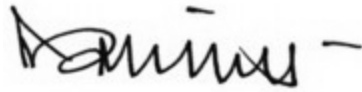
INTEGRASI *LIFE SKILLS*

PADA OLAHRAGA HOKI REMAJA DALAM RANGKA

POSITIVE YOUTH DEVELOPMENT (PYD)

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LEMBAR PERNYATAAN

Saya menyatakan bahwa tesis yang berjudul *Integrasi Life Skills Pada Olahraga Hoki Remaja Dalam Rangka Positive Youth Development (PYD)*. Beserta seluruh isinya sepenuhnya karya sendiri dan tidak melakukan penjiplakan atau pengutipan dengan cara yang tidak sesuai etika keilmuan yang berlaku dalam masyarakat.

Atas pernyataan ini, saya siap menanggung resiko ataupun sanksi yang dijatuhkan kepada saya apabila kemudian ditemukan adanya pelanggaran terhadap etika keilmuan dalam karya saya ini atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

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KATA PENGANTAR

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Tesis ini penulis buat dengan sebaik-baiknya, namun penulis menyadari dengan sepenuhnya bahwa tesis ini jauh dari sempurna. Sehingga, penulis mengharapkan saran yang bersifat membangun untuk penulis dari para pembaca agar tesis ini menjadi suatu karya ilmiah utuh yang berguna bagi khalayak dan sesuai dengan maksud dan tujuan penyusunannya. Penulis pun berharap tesis ini dapat memberikan pengetahuan yang baru bagi para pembaca dan dapat dimengerti dengan mudah.

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Penulis,

Ai Melis Kusmiati

Integrasi *Life Skills* pada Olahraga Hoki Remaja dalam Rangka *Positive Youth Development*

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui perbedaan pengaruh antara pelatihan hoki yang terintegrasi *life skills* dengan nonintegrasi *life skills* terhadap perkembangan *life skills* dalam rangka *Positive Youth Development* dan mengetahui komponen *life skills* yang mengalami peningkatan paling tinggi. Metode penelitian yang digunakan adalah eksperimen dengan model *Quasi-Experimental Design*. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah kuesioner LSSS. Teknik pengambilan sampel menggunakan *purposive sampling*. Jumlah sampel adalah 30 remaja berusia 13-15 tahun yang dibagi menjadi dua kelompok, yaitu: Pelatihan hoki yang diberikan integrasi keterampilan hidup terdiri dari 15 remaja; Pelatihan hoki yang tidak diberikan integrasi *life skills* terdiri dari 15 remaja. Hasil penelitian menunjukkan bahwa terdapat perbedaan pengaruh antara pelatihan hoki yang terintegrasi *life skills* dengan nonintegrasi *life skills* terhadap perkembangan *life skills* dalam rangka *Positive Youth Development*. Pelatihan hoki terintegrasi *life skills* lebih baik daripada nonintegrasi *life skills*. Komponen *life skills* yang mengalami peningkatan paling tinggi pada kelompok terintegrasi *life skills* adalah komunikasi interpersonal, kerjasama tim dan kecakapan sosial. Sedangkan komponen *life skills* yang mengalami peningkatan paling tinggi pada kelompok nonintegrasi *life skills* adalah kerjasama tim. Para pelatih dapat mengubah paradigma sistem pelatihan hoki dengan mengintegrasikan *life skills* dalam program olahraga yang terstruktur dan disengaja dengan prinsip-prinsip pengajaran *life skills* dan transfer *life skills* pada domain luar olahraga. Hal ini dapat membentuk atlet-atlet yang berkualitas baik dari segi keterampilan olahraga maupun psikososialnya dalam rangka *Positive Youth Development*.

Kata kunci : *Life skills*, Olahraga Remaja, Hoki, Pengembangan Pemuda Positif, PYD

Integrating of Life Skills in Youth Hockey for Positive Youth Development

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ABSTRACT

This study aims to determine the difference in the effect between hockey training that is integrated with life skills and non-integrated life skills on the development of life skills in the context of Positive Youth Development and to find out which components of life skills have the highest increase. The research method used is an experiment with a Quasi-Experimental Design model. The data collection technique used in this study was the LSSS questionnaire. The sampling technique used purposive sampling. The number of samples was 30 teenagers aged 13-15 years who were divided into two groups, namely: hockey training provided with integration of life skills by 15 teenagers; The hockey training that was not given the integration of life skills by 15 teenagers. The results of the study indicate that there is a difference in the effect of hockey training that is integrated with life skills and non-integrated life skills on the development of life skills in the context of Positive Youth Development. Life skills integrated hockey training is better than non-integrated life skills. The components of life skills that experienced the highest increase in the integrated life skills group were interpersonal communication, teamwork and social skills. Meanwhile, the component of life skills that experienced the highest increase in the non-integrated group of life skills was teamwork. Coaches can change the paradigm of the hockey training system by integrating life skills in a structured and deliberate sports program with the principles of teaching life skills and transferring life skills in domains outside of sports. This can form quality athletes both in terms of sports and psychosocial skills in the context of Positive Youth Development.

Keywords: Life skills, Youth Sports, Hockey, Positive Youth Development, PYD

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