

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

TESIS

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



Oleh

Muhamad Suma Wijaya

2105318

**PROGRAM STUDI PENDIDIKAN OLAHRAGA
SEKOLAH PASCASARJANA
UNIVERSITAS PENDIDIKAN INDONESIA
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LEMBAR HAK CIPTA

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Oleh:

Muhamad Suma Wijaya

2105318

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

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LEMBAR PENGESAHAN

Muhamad Suma Wijaya

2105318

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

Disetujui dan di sahkan oleh Tim Pembimbing

Pembimbing I



Dr. Yusuf Hidayat, M. Si.
NIP. 19680830199903100

Pembimbing II



Prof. Dr. Nina Sutresna, M. Pd.
NIP. 196412151989012001

Mengetahui,

Ketua Program Studi

Pendidikan Olahraga

Sekolah Pascasarjana Universitas Pendidikan Indonesia



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

LEMBAR PERNYATAAN KEASLIAN

Dengan ini saya menyatakan bahwa tesis dengan judul “Integrasi *Life Skills* Melalui Olahraga Hoki Dalam Rangka *Positive Youth Development* (PYD)” ini beserta seluruh isinya adalah benar-benar karya saya sendiri. Saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika ilmu yang berlaku dalam masyarakat keilmuan. Atas pernyataan ini, saya siap menanggung risiko/sanksi yang dijatuhkan kepada saya apabila di kemudian hari ditemukan adanya pelanggaran etika keilmuan atau ada klaim dari pihak lain terhadap keaslian karya saya ini.

Bandung, April 2023
Pembuat pernyataan,

Muhamad Suma Wijaya
NIM. 2105318

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Penulisan tesis dengan judul tersebut merupakan hasil penelitian eksperimen mengenai pengaruh *life skill* melalui olahraga hoki dalam rangka *Positif Youth Development*. Tesis ini disusun sebagai salah satu syarat untuk memperoleh gelar Magister Pendidikan pada Program Studi Pendidikan Olahraga, Sekolah Pascasarjana, Universitas Pendidikan Indonesia.

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

Muhamad Suma Wijaya, Yusuf Hidayat & Nina Sutresna
Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia
sumawijaya0@gmail.com

ABSTRAK

Penelitian ini bertujuan untuk menguji bagaimana kondisi awal *life skills* untuk *positive youth development* pada kelompok terintegrasi *life skills* dan pada kelompok nonintegrasi *life skills*, untuk mengetahui perbedaan pengaruh antara pelatihan hoki yang terintegrasi *life skills* dengan nonintegrasi *life skills* terhadap perkembangan *life skills* dalam rangka *Positive Youth Development*, untuk mengetahui komponen *life skills* yang mengalami peningkatan paling tinggi dan untuk mengetahui seberapa besar kontribusi *life skills* terhadap *Positive Youth Development*. Metode penelitian yang digunakan adalah eksperimen dengan model *Quasi Experimental Design*. Teknik pengumpulan data yang digunakan dalam penelitian ini adalah kuesioner LSSS dan kuesioner CPYDS. Teknik pengambilan sampel menggunakan *purposive sampling*. Jumlah sampel adalah 30 siswa yang mengikuti ekstrakurikuler hoki yang dibagi menjadi dua kelompok, yaitu: yang diintegrasi *life skills* terdiri dari 15 remaja dan yang tidak diintegrasikan *life skills* terdiri dari 15 remaja. Hasil penelitian kondisi awal keadaan *life skills* pada kelompok integrasi diketahui berada pada kondisi baik. kondisi awal keadaan *life skills* pada kelompok nonintegrasi *life skills* diketahui berada pada kondisi cukup baik. 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 dari pada nonintegrasi *life skills*. Komponen *life skills* yang mengalami peningkatan paling tinggi pada kelompok terintegrasi *life skills* adalah komunikasi interpersonal dan kecakapan sosial. Sedangkan komponen *life skills* yang mengalami peningkatan paling tinggi pada kelompok nonintegrasi *life skills* adalah pemecahan masalah dan pengambilan keputusan. Terdapat Kontribusi *life skills* sebesar 83,3% terhadap *positive youth development* (PYD).

Kata kunci : *Life skills*, Hoki, *Positive Youth Development*, Olahraga Remaja

**INTEGRATION OF LIFE SKILLS THROUGH HOCKEY
IN THE FRAMEWORK OF POSITIVE YOUTH DEVELOPMENT (PYD)**

Muhamad Suma Wijaya, Yusuf Hidayat & Nina Sutresna
Universitas Pendidikan Indonesia, Bandung, Jawa Barat, Indonesia
sumawijaya0@gmail.com

ABSTRACT

This study aims to examine how the initial conditions of life skills for positive youth development in the integrated life skills group and in the non-integrated life skills group, to determine the difference in the effect of hockey training integrated life skills and non-integrated life skills on the development of life skills in the framework of Positive Youth Development, to find out the components of life skills that have experienced the highest increase and to find out how much life skills contribute to Positive Youth Development. The research method used was an experiment with a Quasi Experimental Design model. The data collection techniques used in this study were the LSSS questionnaire and the CPYDS questionnaire. The sampling technique used purposive sampling. The number of samples was 30 students who took part in hockey extracurriculars which were divided into two groups, namely: those with integrated life skills consisting of 15 youths and those who were not integrated with life skills consisting of 15 youths. The results of the research on the initial conditions of life skills in the integration group were found to be in good condition. The initial conditions for the life skills in the non-integrated life skills group are known to be in fairly good condition. There is a difference in the effect of hockey training integrated life skills and non-integrated life skills on the development of life skills in the framework of Positive Youth Development. Integrated life skills hockey training is better than non-integrated life skills. The components of life skills that experienced the highest increase in the life skills integrated group were interpersonal communication and social skills. Meanwhile, the life skills component that experienced the highest increase in the non-integrated life skills group was problem solving and decision making. There is a contribution of life skills of 83.3% to positive youth development (PYD).

Keyword : *Life skills, Hockey, Positive Youth Development, Youth Sports*

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