



Effectiveness of Life Skill-Based Physical Education on Students' Movement Skills and Social Values

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ABSTRACT

This study aimed to examine the effectiveness of life skill-based Physical Education (PE) in improving students' movement skills and social values. The research employed a quasi-experimental design using a pretest–posttest control group. Participants were 60 junior high school students in Merauke, divided into experimental and control groups. The experimental group received PE learning that integrated life skill elements such as cooperation, responsibility, and communication, while the control group followed conventional instruction. Data were collected through standardized movement skill tests and validated questionnaires on social values. The results showed a significant improvement in both movement skills and social values among students in the experimental group compared to the control group ($p < 0.05$). The findings indicate that incorporating life skills into PE lessons not only enhances physical performance but also develops students' social competencies. This study suggests that life skill-based PE can serve as an effective approach to fostering holistic student development within the Merdeka Belajar curriculum framework. These findings provide practical guidance for physical education teachers in designing more effective learning activities to enhance students' fundamental movement skills and social values.

Keywords: Life Skills; Physical Education; Movement Skills; Social Values

ABSTRAK

Penelitian ini bertujuan untuk menguji efektivitas pembelajaran Pendidikan Jasmani (PJOK) berbasis kecakapan hidup dalam meningkatkan keterampilan gerak dan nilai sosial siswa. Penelitian menggunakan desain kuasi-eksperimen dengan model pretest–posttest control group. Subjek penelitian berjumlah 60 siswa SMP di Merauke yang dibagi menjadi kelompok eksperimen dan kelompok kontrol. Kelompok eksperimen mendapatkan pembelajaran PJOK yang mengintegrasikan unsur kecakapan hidup seperti kerja sama, tanggung jawab, dan komunikasi, sedangkan kelompok kontrol menggunakan pembelajaran konvensional. Data dikumpulkan melalui tes keterampilan gerak dan angket nilai sosial yang telah divalidasi. Hasil penelitian menunjukkan adanya peningkatan signifikan pada keterampilan gerak dan nilai sosial siswa kelompok eksperimen dibandingkan dengan kelompok kontrol ($p < 0,05$). Temuan ini menunjukkan bahwa integrasi kecakapan hidup dalam pembelajaran PJOK tidak hanya meningkatkan kemampuan fisik, tetapi juga mengembangkan kompetensi sosial siswa. Pembelajaran PJOK berbasis kecakapan hidup direkomendasikan sebagai pendekatan efektif untuk pengembangan peserta didik secara holistik dalam kerangka Kurikulum Merdeka Belajar. Temuan ini memberikan acuan praktis bagi guru PJOK dalam merancang pembelajaran yang lebih efektif untuk meningkatkan keterampilan gerak dasar dan nilai-nilai sosial peserta didik.

Kata Kunci: Kecakapan Hidup; Pendidikan Jasmani; Keterampilan Gerak; Nilai Sosial; Merauke

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INTRODUCTION

In the current era of educational transformation, schools are increasingly challenged to provide learning experiences that extend beyond cognitive and psychomotor achievements (Adegbija & Fakomogbon, 2013; Adewale et al., 2024). Education must prepare students to adapt, collaborate, and behave responsibly in diverse social settings (Adipat et al., 2021). In Indonesia, reports from the Ministry of Education show that many students still display limited social responsibility and cooperation skills despite improvements in academic performance

(Ahmad et al., 2023).

This imbalance indicates that learning practices—including those in Physical Education (PE)—often prioritize technical and performance-related outcomes over the development of life skills and social values that shape character and civic behavior.

Physical Education, as an integral part of holistic education, holds strategic potential for cultivating these competencies. Beyond enhancing physical fitness, PE provides meaningful opportunities for moral and social learning through sportsmanship, teamwork, discipline, and respect (Abduh et al., 2024; Ahmed & Al Salim, 2024). According to (Bessa et al., 2021), the Teaching Personal and Social Responsibility (TPSR) model demonstrates that PE offers an ideal environment to foster students' personal growth and civic responsibility. Similarly, (Bean et al., 2022; Cronin & Allen, 2017) highlight that integrating life skills into sports and PE can strengthen students' decision-making abilities, empathy, and resilience.

Fundamental Movement Skills (FMS)—including locomotor, object-control, and stability skills—are widely recognized as the foundation of lifelong physical activity (Casu et al., 2020; Daniels et al., 2023). Evidence from Indonesian studies indicates that many students still exhibit low levels of movement competency, particularly in rural or under-resourced regions such as Merauke (Andika et al., 2024). This limitation is concerning, as low mastery of FMS is associated with reduced participation in physical activity as well as fewer opportunities for social interaction. Consequently, strengthening FMS while simultaneously nurturing social and emotional skills through PE becomes a critical educational priority.

The Merdeka Belajar curriculum introduced by the Indonesian Ministry of Education aims to respond to this need by promoting contextual, student-centered, and life skill-oriented learning. However, its implementation in PE remains inconsistent, with many teachers continuing to rely on conventional drill-based methods rather than integrating reflective and cooperative instructional approaches (Barthakur et al., 2022). This situation underscores the urgency of empirically examining how life skill-based PE can influence not only physical learning outcomes but also students' social and moral development.

Responding to these concerns, the present study investigates the effectiveness of life skill-based PE instruction in improving students' movement skills and social values in Merauke. Specifically, it addresses two key questions: 1) Does life skill-based PE significantly improve students' fundamental movement skills compared to conventional instruction? 2) To what extent does life skill-based PE enhance students' social values such as cooperation, responsibility, and respect?

Through this investigation, the study aims to contribute to the development of pedagogical models that support Indonesia's Merdeka Belajar framework and promote holistic student development in both physical and social domains. This research offers a novel contribution by empirically integrating life skill-based instruction with the enhancement of FMS and social values in a rural Indonesian context—an area that has received limited scholarly attention.

METHOD

Research Design

This study implemented a six-week life skill-based Physical Education intervention using a quasi-experimental research design with a pretest–posttest control group format. This design was chosen to examine the effects of life skill-based Physical Education (PE) learning on students' Fundamental Movement Skills (FMS) and social values while preserving natural classroom conditions (Creswell, John W. & Poth, Cheryl N., 2025). The experimental group received PE instruction integrated with life skill-based strategies, whereas the control group was taught through conventional methods emphasizing technical skill drills.

Population and Sample

The population of this study comprised all junior high school students in Merauke enrolled in the 2024/2025 academic year. A total of 60 students (30 male and 30 female) from one public junior high school were selected through purposive sampling, based on inclusion criteria such as physical readiness, attendance consistency, and willingness to participate in the study. Participants were divided equally into two groups: 1) Experimental Group (n = 30): Received life skill-based PE instruction; 2) Control Group (n = 30): Received conventional PE instruction without life skill elements. The study obtained permission from the school principal and informed consent from parents and participants, adhering to ethical research standards (AERA, 2011).

Data Collection Techniques and Instrument Development

Data were collected using two validated instruments: (1) Fundamental Movement Skills Test (FMS): Adapted from the by (Sultoni et al., 2018) which assesses locomotor skills (running, jumping) and object control skills (throwing, catching). The test has demonstrated strong construct validity and has been culturally adapted for Indonesian students (Arlianto et al., 2024); (2) Social Values Questionnaire: Developed based on four core indicators—cooperation, responsibility, discipline, and respect—derived from Hellison’s *Teaching Personal and Social Responsibility (TPSR)* model (Hellison, 2011). The instrument was reviewed by three PE experts to ensure content validity, and a pilot test yielded a Cronbach’s alpha of 0.86, indicating high internal consistency.

Data collection was conducted in three stages: (a) Pretest: Measuring initial movement and social value levels; (b) Treatment: Six-week intervention with two sessions per week (90 minutes per session). Each life skill-based lesson included physical activities integrated with teamwork, reflection, and problem-solving exercises; (c) Posttest: Measuring performance and social changes after the intervention.

Data Analysis Technique

Quantitative data were analyzed using paired sample t-tests to compare pretest and posttest results within each group and independent sample t-tests to compare outcomes between groups. Statistical significance was set at $p < 0.05$. Additionally, effect sizes (Cohen’s d) were calculated to determine the magnitude of treatment effects (Cohen, 1988). All analyses were conducted using SPSS version 25.0.

RESULTS AND DISCUSSION

Results

Table 1 presents the comparison of pretest and posttest results for both the experimental and control groups.

Table 1. Comparison of Pretest and Posttest Mean Scores

Variable	Group	Pretest Mean \pm SD	Posttest Mean \pm SD	Mean Difference	t	p
Fundamental Movement Skills	Experimental	62.45 \pm 5.32	78.60 \pm 4.88	+16.15	10.84	0.000*
	Control	63.10 \pm 5.27	67.40 \pm 5.06	+4.30	3.14	0.004*
Social Values	Experimental	65.35 \pm 6.21	81.15 \pm 5.74	+15.80	9.95	0.000*
	Control	66.25 \pm 6.05	70.10 \pm 5.88	+3.85	2.87	0.006*

Note: $p < 0.05$ indicates a significant difference.

The paired sample t-test results indicate that both groups improved from pretest to posttest; however, the experimental group’s improvement was significantly greater in both *fundamental movement skills* and *social values* ($p < 0.001$). The independent t-test confirmed significant posttest differences between groups in favor of the experimental class ($t = 7.26, p = 0.000$ for movement skills; $t = 6.89, p = 0.000$ for social values). The calculated effect sizes (Cohen’s d) were 1.25 and 1.18, indicating large effects of the life skill-based PE program on both domains.

These findings suggest that integrating life skill education into PE classes effectively enhances not only students’ motor proficiency but also their interpersonal and moral development.

Discussion

The results of this study demonstrate that life skill-based Physical Education significantly improved students’ fundamental movement skills and social values compared to conventional instruction. This aligns with previous findings by (Kuswoyo & Betaubun, 2019; Kuswoyo & Donggoran, 2019), who emphasized that life skill-based physical activity programs foster holistic development by linking physical performance with emotional, cognitive, and social growth.

From the motor learning perspective, embedding life skill components such as cooperation, self-regulation, and reflection enhances intrinsic motivation and engagement during physical tasks (Barrick et al., 2015). Students in the experimental group showed more active participation and better task persistence, leading to superior improvements in locomotor and object control skills. These outcomes resonate with research by (Sultoni et al.,

2018), who argued that integrated pedagogical models—combining technical, tactical, and social goals—can optimize skill acquisition and personal development simultaneously.

In terms of social values, the life skill-based approach grounded in Hellison's Teaching Personal and Social Responsibility (TPSR) model encouraged students to respect others, demonstrate self-control, and take responsibility for their learning. The structured reflection sessions and cooperative tasks helped internalize prosocial behaviors, as also reported by (Gillies, 2003), who found that TPSR-based programs improve empathy, teamwork, and discipline among adolescents.

Furthermore, the findings support the broader educational perspective that PE should not only promote physical competence but also contribute to character and moral education (Bailey et al., 2024). Life skill-oriented activities serve as an authentic context where values such as respect, honesty, and responsibility are practiced rather than merely taught. This holistic approach makes PE more meaningful and aligned with the aims of 21st-century education, particularly in fostering social-emotional learning (SEL) outcomes.

The results of this study also reveal that implementing life skills-based physical education fosters more meaningful learning experiences through an experiential learning framework. When students engage directly in activities that demand cooperation, self-regulation, and problem-solving, they not only enhance their fundamental motor abilities but also cultivate essential social competencies for daily life. This finding is consistent experiential learning theory, which asserts that optimal learning takes place when students are able to experience, reflect upon, and apply skills within authentic contexts.

In addition, this instructional model has been demonstrated to significantly enhance students' intrinsic motivation. Learning environments that allow students to set personal targets, evaluate their own performance, and actively participate in activities tend to strengthen their sense of autonomy in the learning process. This aligns with who reported that embedding social-emotional competencies in physical activity increases engagement, persistence, and the long-term development of motor skills.

From the perspective of classroom dynamics, a life skills-oriented approach also appears to reinforce social relationships among students by promoting cooperation, effective communication, and empathy. These conditions not only enrich the quality of peer interactions but also contribute to a more positive and supportive learning atmosphere. Further suggest that value-driven educational programs can decrease disruptive behaviors such as interpersonal conflict while enhancing social support and group cohesion.

Moreover, the ability of students to transfer these learned values into real-life situations represents a major contribution of this approach. The improvements in responsibility, respect for peers, and emotional regulation observed in the experimental group indicate strong potential for applying life skills beyond the school environment. Who emphasized that structured reflection within physical activity contexts helps students extend these competencies to their families, interpersonal relationships, and broader communities.

In conclusion, life skills-based physical education not only strengthens fundamental movement skills but also contributes to students' character development and social preparedness. This approach aligns with the goals of 21st-century education, which emphasizes not only cognitive achievement but also the development of holistic learners capable of critical thinking, collaboration, emotional regulation, and responsible behavior in diverse social settings.

CONCLUSIONS

This study highlights that Physical Education can function as a holistic learning platform by integrating life skills that nurture responsibility, empathy, and social awareness. The findings align with constructivist theory, which emphasizes that meaningful, context-based experiences strengthen both physical and socio-emotional development, and they reinforce the Merdeka Belajar vision through the promotion of student-centered and holistic learning. Practically, the results encourage teachers to adopt instructional approaches that combine cognitive, social, and emotional outcomes rather than focusing solely on technical skills. PE should be viewed as a medium for cultivating essential life competencies, and future research is recommended to examine long-term impacts and explore how digital or experiential learning innovations can further support life skill integration.

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