Integration and Non-Integration of Life Skills: is There an Influence on the Development of Basketball Shooting Skills?

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Abstrak

Kurangnya integrasi keterampilan hidup dalam latihan dapat mengakibatkan atlet memiliki keterampilan teknis yang tinggi namun kurang dalam kemampuan beradaptasi dan kerjasama dalam kehidupan sehari-hari. Penelitian ini bertujuan untuk menganalisis dampak integrasi dan non integrasi kecakapan hidup dalam pelatihan terhadap peningkatan keterampilan menembak dalam bola basket. Penelitian eksperimental ini dilakukan dengan melibatkan 20 pemain bola basket sebagai sampel. Data yang terkumpul akan dianalisis menggunakan statistik deskriptif dan inferensial. Penelitian ini menggunakan uji t- mandiri dan ANOVA. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam akurasi dan teknik menembak pada kelompok eksperimen yang menerima kecakapan hidup integrasi, dibandingkan dengan kelompok kontrol. Temuan ini ditunjukkan bahwa pendekatan pelatihan holistik yang mencakup aspek kecakapan hidup dapat berkontribusi secara positif terhadap peningkatan kemampuan teknis dalam keranjang olahraga bola. Berdasarkan hasil tersebut, penelitian ini merekomendasikan para pelatih untuk mempertimbangkan integrasi kecakapan hidup dalam program pelatihan. Hal ini tidak hanya mendukung peningkatan keterampilan teknis atlet, tetapi juga kontribusi terhadap pengembangan atlet yang lebih menyeluruh, yang meliputi aspek-aspek keterampilan hidup yang berharga. Implikasi penelitian ini dapat membantu memperdalam pemahaman tentang bagaimana integrasi kecakapan hidup dapat mempengaruhi berbagai aspek prestasi olahraga.

Kata Kunci: Bola Basket, Keterampilan Menembak, Kecakapan Hidup

Abstract

Lack of integration of life skills in training can result in athletes having high technical skills but lacking the ability to adapt and cooperate in everyday life. This study aims to analyze the impact of integration and non-integration of life skills in training on improving shooting skills in basketball. This experimental research was conducted involving 20 basketball players as samples. The collected data will be analyzed using descriptive and inferential statistics. This research uses an independent t-test and ANOVA. The study showed a significant increase in shooting accuracy and technique in the experimental group, which received integrated life skills, compared to the control group. These findings indicate that a holistic training approach that includes aspects of life skills can positively improve technical abilities in basket ball sports. Based on these results, this study recommends that trainers consider integrating life skills into training programs. This supports improving the athlete's technical skills and contributes to a more holistic development of the athlete, which includes aspects of valuable life skills. The implications of this research can help deepen understanding of how the integration of life skills can influence various aspects of sports performance.

Keywords: Basketball, Shooting Skills, Life Skills

1. INTRODUCTION

The rapid development of technology in recent decades has had a significant impact on various aspects of human life, including the world of sports (Anwar & Supriyatni, 2022; Tjokrodinata, Bangun, Dinansyah, & Farmita, 2022). One interesting phenomenon that has emerged as a direct impact of technological advances is Esports, or electronic sports. Esports is a form of sport that uses video game media as a forum for competition, which was later

recognized as one of the official sports in Indonesia with the establishment of PBESI in 2020. However, with this development, various problems arise that need serious attention (Marta, Prasetya, Laurensia, Stevani, & Syarnubi, 2020).

The development of sports today is more advanced than before. Many branches and types of sports have been developed, one of which is basketball. Basketball is a big ball game that is played in groups of 5 people (Palaguma et al., 2023; Yuliandra & Fahrizqi, 2019). Basketball has basic techniques that must be mastered, these basic techniques are one of the fundamental factors for achieving sporting achievements (Akbar et al., 2019; Suardika et al., 2022). Carrying out measurements of basic basketball technical skills tests should be carried out to find out the results of the basketball players' training, how effective their training has been (Akbar et al., 2019; Suardika et al., 2022). Developing basketball shooting skills involves a multifaceted approach that goes beyond the physical action of putting the ball in the hoop (Ortega-Toro et al., 2020; Thomas et al., 2022). Therefore, the theoretical framework for developing basketball shooting skills emphasizes the interrelationship of physical, mental and social aspects (Dai et al., 2021; Hasim et al., 2022; Sarlis & Tjortjis, 2020). It recognizes that the process of skill development goes beyond the technical aspects of sport and plays an important role in shaping an athlete's life skills (Risjanna et al., 2019). As such, it can provide detailed insight into the psychological and social dimensions of basketball skill development and their impact on athletes' life skills.

In reality, basketball often focuses only on the technical and physical aspects (Gabriele et al., 2016). Lack of integration of life skills in training can result in athletes having high technical skills but lacking the ability to adapt and cooperate in everyday life (Jacobs & Wright, 2018). Life skills are skills that are useful for dealing with various situations in everyday life (Camiré et al., 2019; Suardika et al., 2022). This includes ability, a skill that is important for athletes to be able to adapt to changing situations, such as different game strategies or changes in team conditions. In team sports such as basketball, teamwork is key training that integrates life skills to help athletes develop the ability to communicate and collaborate with teammates (Yuliandra & Fahrizqi, 2019). Integrating life skills into basketball training can be done in various ways, namely holding sessions that focus on developing life skills.

The solution to overcome problems is by training methods for shooting skills, with the effectiveness of integrating life skills in basketball training (Akbar et al., 2019). Insight into the technical aspects of shooting skills, which are critical to understanding the impact of integrating life skills in basketball training (Dai et al., 2021; Fajrin et al., 2021; Ramadhan & Irawan, 2022). Previous research findings suggest the potential impact of integrating life skills in basketball training. Insight into specific training concepts and their potential impact on shooting skills, as relevant to the integration of life skills in basketball training (França et al., 2021; Isdwimanto, 2019; Yustina et al., 2022). Potential impact of environmental adaptation on shooting skills and overall player development, relevant to the integration of life skills in basketball training (Sofyan, 2020). Innovative methods and their potential impact on shooting skills, as relevant to the integration of life skills in the game of basketball (Ortega-Toro et al., 2020). The impact of life skills integration on the development of basketball shooting skills. Basketball modifications and their impact on free shooting training outcomes, provide empirical evidence regarding the effectiveness of life skills modifications (Santika et al., 2020; Siswati, 2019; Yuliandra & Fahrizqi, 2019).

The novelty of this research lies in the technical skills that integrate the application of life skills into training programs. The importance of this research lies in combining two important dimensions in learning sports techniques and life skills. Learning basketball is not just about achieving targets in the game, but also equipping athletes with life skills that are useful off the court. This research relies on the idea that mastering basketball shooting skills

is not solely a physical effort but is also a holistic process that involves the integration of technical skills and everyday life competencies. This research clearly communicates the essence of combining technical skills with life skills in basketball practice. The aim of this research is to analyze the impact of integration and non-integration of life skills in training on improving shooting skills in basketball. It is hoped that the findings of this research will provide a different understanding of how life skills can be integrated into sports practice so that they not only improve athlete performance, but also develop broad-minded individuals who are ready to face various arenas of life.

2. METHODS

This research uses an experimental design to test the influence of integrated and non-integrated life skills on the development of shooting skills. This design included two groups: an experimental group that received integrated practice in life skills and a control group that did not integrate life skills. The research population was the Mahameru Pekanbaru Club basketball players. Sample selection was carried out using the simple random sampling method. The sample consisted of 16 basketball players who were divided into two groups. Independent Variable: Life skills integration (experimental group vs control group). The dependent variable is lay-up shooting skills. In the Experimental Group, players in this group received basketball training which also included life skills integration. The training was structured in 16 meetings and a control group, players in this group received regular basketball training without life skills integration during the same period. Shooting skill measurements were carried out before and after the period using the method of counting the number of successful shots and evaluating shooting technique by trained observers. The collected data will be analyzed using descriptive and inferential statistics. Independent t-test will be used to compare the results between the experimental group and the control group. Additionally, ANOVA analysis will be performed if necessary. Data will be analyzed using statistical software such as SPSS 22 to identify significant differences between the experimental and control groups.

3. RESULTS AND DISCUSSION

Result

The results of the research were carried out with several conditions that had to be met in the experiment, namely that the research sample came from a population of data variants that were normally distributed and homogeneous. In this regard, before testing the hypothesis, two conditions that apply in the experiment are first tested.This normality test is carried out to find out more whether the processed data can be used in conducting experiments. The results can be used to draw conclusions. The normality test is carried out using the Kolmogrov Smirnov test with a real level (α) = 0.05, the test criteria are that Ho is rejected if Lo obtained from observation data exceeds the L-table and conversely Ho is accepted if the L-table is greater than Lo. The results of the experimental class Kolmogorov Smirnov test are presented in Table 1.

The results of the pre-test and post-test normality test for the experimental group with SPSS 22, namely using the Kolmogorov-Smirnov formula, obtained a significant figure of 0.038, if you look at the reference of 0.038 which is greater than 0.05 (0.038 > 0.05), it can be concluded that data from the pre-test and post-test results of the experimental group were normally distributed.The results of the control class Kolmogorov Smirnov test are presented in Table 2.

Table 1. One-Sample Kolmogorov-Smirnov Test Class Experiments

		Nonstandard Residues
N		**8**
Normal Parameters **a,b**	Means	0.0000000
	Std. Deviation	0.74642003
The Most Extreme Difference	Absolute	0.295
	Positive	0.295
	Negative	-0.223
Test Statistics		0.295
Asymp . Signature. (2-tail)		0.038**c**

a. Normal test distribution
b. Calculated from data
c. Lilliefors Significance Correction

Table 2. One-Sample Kolmogorov-Smirnov Test Class Control

		Non Standard Residues
N		**8**
Normal Parameters **a,b**	Means	0.0000000
	Std. Deviation	1.90862703
The Most Extreme Difference	Absolute	0.177
	Positive	0.143
	Negative	-0.177
Test Statistics		0.177
Asymp . Signature. (2-tail)		0.200 **c,d**

a. Normal test distribution
b. Calculated from data
c. Lilliefors Significance Correction
d. This is the lower limit of the true meaning

The results of the pre-test and post-test normality test with SPSS 22, namely using the Kolmogorov-Smirnov formula, obtained a significant figure of 0.038. If you look at the reference, 0.20 is greater than 0.05 (0.20 > 0.05), it can be concluded that the data from the pre-test and post-test results of the control group were normally distributed.The homogeneity test of the experimental group in this study used the Variance Homogeneity Test technique. Data is said to be homogeneous if the sign value is > 0.05 and not homogeneous if the sign value is < 0.05. Based on the results of the homogeneity test analysis above, a sig value of 0.016 > 0.05 was obtained. So it can be concluded that the data in this study has homogeneous variants. The results of the homogeneity of variance test for the experimental class are presented in Table 3.

Table 3. Experimental Class Variance Homogeneity Test

Levene Statistics	**df1**	**df2**	**Signature**
7.465	1	14	0.016

The control group homogeneity test in this study used the Variance Homogeneity Test technique. Data is said to be homogeneous if the sign value is > 0.05 and not homogeneous if the sign value is < 0.05. Based on the results of the homogeneity test analysis above, a sig value of 0.821 > 0.05 was obtained. So it can be concluded that the data in this study has homogeneous variants. The homogeneity test of controversy class variance is presented in Table 4.

Table 4. Control Class Variance Homogeneity Test

Levene Statistics	df1	df2	Signature
0.053	1	14	0.821

Hypothesis test results regarding the influence of life skills integration on basketball shooting. After carrying out the normality and homogeneity tests, the sample t test was continued with SPSS 22 to see the extent to which the influence of life skills on basketball shooting can be explained in Table 5, namely the statistics for paired samples with the control class obtained a mean of 6.00 with n 8, standard deviation 2.390 , then the average standard error is 0.845. Meanwhile, in the experimental class, the mean was 9.25 with n 8, the standard deviation was 1.035 and the standard error of the mean was 0.366. Therefore, it can be interpreted that the experimental average of 9.025 is higher than the control class average of 6.00. Paired sample life skills statistics on basketball shooting are presented in Table 5.

Table 5. Paired Sample Life Skills Statistics on Basketball Shooting

		Means	N	Std. Deviation	Std. Meaning of Error
Pair 1	Control	6.00	8	2.390	0.845
	Test	9.25	8	1.035	0.366

The significance test using the paired sample test obtained a mean of -3.250, a standard deviation of 1.832, a standard error of the mean of 0.648, a table difference level of 95% with lower -4.782 and upper -1.718, df 7 with a significance level (2-tailed) of 0.002. It can be interpreted that if the significance value (2-tailed $\Box$ 0.05 then Ho is rejected and Ha is accepted. Thus there is a significant influence on the integration of life skills in basketball shooting. Paired samples testing life skills in basketball shooting are presented in Table 6.

Table 6. Paired Samples Testing Life Skills for Basketball Shooting

		Pair Differences			95% Confidence Interval of the Difference		Q	df	Signature. (2-tail)
		Means	Std. Dev	Std. Meaning of Error	Lower	On			
Pair 1	Pretest - Posttest	-3.250	1.832	0.648	-4.782	-1.718	-5.017	7	0.002

The influence of non-integrated life skills on basketball shooting. After carrying out the normality and homogeneity tests, the sample t test was carried out using SPSS 22 to see the extent to which the influence of life skills on basketball shooting can be explained in Table 6, namely the statistics for paired samples with the control class obtained a mean of 7.00 with n 8, standard deviation 2.138 , then the standard error is 0.756. Meanwhile, in the experimental class, the mean was 7.50 with n 8, the standard deviation was 2.070 and the standard error of the mean was 0.732. Therefore, it can be interpreted that the control mean is higher than the experimental class mean. Non-integrated life skills paired sample statistics on basketball shooting are presented in Table 7.

Significance test using paired sample test on pre-test and post-test obtained mean of -0.500, standard deviation of 2.330, standard error of mean 0.824, table difference level of 95% with bottom -2.448 and top -1.448, t -0.607, df 7 with significance level (2-tailed) 0.563.

It can be interpreted that if the significance value (2-tailed □ 0.05 then Ho is accepted and Ha is rejected. Therefore, there is no significant effect of non-integrated life skills on basketball shooting. Paired samples of non-integrated life skills tests on basketball shooting are presented in Table 8.

Table 7. Non-Integrated Pair Sample Statistics for Life Skills on Basketball Shooting

		Means	N	Std. Deviation	Std. Meaning of Error
Pair 1	Control	7.00	8	2.138	0.756
	Test	7.50	8	2.070	0.732

Table 8. Paired Samples of Non-Integrated Life Skills Test on Basketball Shooting

		Pair Differences					Q	df	Signature. (2-tail)
		Means	Std. Dev	Std. Meaning of Error	95% Confidence Interval of the Difference				
					Lower	On			
Partner 1	Pretest - Posttest	-.500	2.330	0.824	-2.448	1.448	-0.607	7	0.563

Differences in the influence of integrated life skills and non-integrated life skills on basketball shooting. After carrying out normality and homogeneity tests, the sample t test was continued with SPSS 22 to see the extent to which the influence of life skills and non-integration on basketball shooting can be explained in Table 9, namely the paired sample statistics with the control class obtained a mean of 7.50 with n 8, standard deviation 2.070, then standard error 0.732. Meanwhile, in the experimental class, the mean was 9.25 with n 8, the standard deviation was 1.035 and the standard error of the mean was 0.366. Therefore, it can be interpreted that the experimental average of 9.025 is higher than the control class average of 7.50. Paired sample statistics for integration of life skills and non-integration of life skills in basketball shooting are presented in Table 9.

Table 9. Paired Sample Statistics for Integration of Life Skills and Non-Integration of Life Skills in Basketball Shooting

		Means	N	Std. Deviation	Std. Meaning of Error
Pair 1	Control	7.50	8	2.070	0.732
	Test	9.25	8	1.035	0.366

The significance test using the paired sample test obtained a mean of -1.750, a standard deviation of 1.982, a standard error of the mean of 0.701, a difference table interval level of 95% with lower -3.407 and upper -0.093, df 7 with a significance level (2-tailed) of 0.004. It can be interpreted that if the significance value (2-tailed > 0.05 then Ho is rejected and Ha is accepted. Therefore, there is a difference in the influence between integrated and non-integrated life skills on basketball shooting. Paired samples test integrated life skills with non-integrated life skills against basketball shooting is presented in Table 10.

Table 10. Paired Sample Test of Integrated Life Skills and Non-Integrated Life Skills on Basketball Shooting

		Pair Differences				Q	df	signature. (2-tail)
		Means	Std. De v	Std. Meaning of Error	95% Confidence Interval of the Difference			
					Lower	On		
Pair 1	Control - Experiment	-1.750	1.982	0.701	-3.407	-0.093	-2.497	7	0.004

Discussions

This study investigated the impact of life skills integration on the effectiveness of basketball training, specifically focusing on shooting skills. The main aim is to find out whether combining life skills can improve the technical aspects of sports performance. Understanding the potential synergies between life skills and technical training can revolutionize coaching strategies. If life skills truly improve technical performance, coaches can develop training programs that cultivate these skills in addition to technical skills, thereby potentially producing athletes who are not only skilled in their sport but also equipped with transferable and useful skills in all areas of life skills (Mashuda & Laily, 2021).

A comparative analysis of the role of coaches in encouraging life skills development in high school and community sports. Coach-athlete relationships, psychological need satisfaction, and life skills instruction in high school sport (Camiré et al., 2019; Yasa et al., 2020). The potential impact of life skills training on skill development in sport (Borioni et al., 2022) (Pesce et al., 2016). The role of coaching experience and coach training on the teaching of life skills as perceived by the coach (Aksović et al., 2021; Kramers et al., 2020). Life skills, such as goal setting and self-regulation, can have a positive impact on sports performance. However, this study expands the literature by providing specific empirical evidence regarding basketball shooting skills. Fostering life skills through sport and providing insight into the potential transfer of life skills beyond the sporting setting, these findings may offer a valuable perspective regarding the integration of life skills into basketball practice. Integrating life skills into basketball training programs for positive youth development (Suardika et al., 2022).

These findings can provide empirical evidence regarding the impact of life skills integration on the development of basketball shooting skills. Although this research focuses on the influence of reasoning abilities on field target shooting skills, understanding the cognitive aspects of skill development can contribute to a broader understanding of the impact of life skills integration on shooting skills (Dai et al., 2021; Isdwimanto, 2019). Teaching basketball shooting skills to children with autism spectrum disorders, this research may provide insight into tailored approaches to skill development, which may be relevant to understanding the impact of life skills integration on shooting skills (Alban Conto et al., 2021). A broader perspective on the relationship between physical fitness, technical skills, and the selection process, thus highlighting the potential influence of life skills integration (França et al., 2021; Guimarães et al., 2019). Thus, the integration of life skills into basketball training programs may have implications for the development of basketball shooting skills. This approach can lead to more comprehensive athlete development, beyond just athlete performance. Life skills such as teamwork, goal setting, adaptability, and resilience can not only improve athletes' performance in competition but also their ability to navigate

challenges in and outside the sporting context. This shows that the benefits of sports participation can extend to areas of personal development that benefit all levels of society.

This approach is not only about improving the performance of athletes, but also about contributing to their overall development as individuals. This could mean providing resources to train coaches in life skills education, funding programs that emphasize holistic development, and creating policies that recognize and reward programs for their commitment to developing well-rounded athletes. Implementing these recommendations can result in sports training programs that not only produce better athletes but also more adaptable and skilled individuals in society. Future research should examine the long-term impact of integrating life skills on sport performance and expand this research to other sports. Research should focus on the long-term impact of life skills integration on sport performance. Expanding this research to include a wider range of sports will provide a broader understanding of how life skills integration may impact different athlete disciplines, which may have varying demands and cultures.

Additionally, investigating the impact of specific life skills on various aspects of sport performance can provide insight into which life skills are most beneficial for a particular sport or performance metric. This kind of research can inform targeted training programs that develop the most relevant life skills for each sport, thereby optimizing athlete performance and overall personal development. One limitation of this study may be the participants' previous experience in life skills training. This could influence the results because participants who have taken part in previous life skills training may have experienced improvements in abilities that contributed to their performance, potentially interfering with the results. If the sample is not representative of the broader population, the results may not apply to all athletes or demographic groups. Future research should consider these limitations by including participants with a uniform life skill training background, extending the duration of the study to track long-term progress, and increasing the sample size to ensure a more comprehensive representation of the athlete population.

4.   CONCLUSION

The results of this research provide valuable insight into how combining technical aspects with life skills can influence sports performance and athletes' personal development. This confirms that an approach that combines technical aspects and life skills can have a positive impact on key skills in basketball. In addition to improving sports skills, athletes who take part in integrated life skills training also experience development in life skills. These findings have direct implications for coaches considering the integration of life skills into their training approaches to create more personally skilled and well-rounded athletes. This will help deepen understanding of how the integration of life skills can influence various aspects of sporting performance.

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