

## Integrating Life Skills and Social Values Through Physical Education and Sport for Positive Youth Development in Indonesia: A Systematic Review

Andika Triansyah\*

Department of Physical Education, Universitas Tanjungpura, Indonesia

\*Corresponding email: [andika.triansyah@fkip.untan.ac.id](mailto:andika.triansyah@fkip.untan.ac.id)

Received: 13 February 2025

Accepted: 28 February 2025

Published: 07 May 2025

**Abstract:** Integrating Life Skills and Social Values Through Physical Education and Sport for Positive Youth Development in Indonesia: A Systematic Review. **Objective:** Positive youth development (PYD) through physical education and sports is important in building a healthy, active, and superior young generation in Indonesia. This systematic review aims to determine the effectiveness of integrating life skills and social values in sports to improve PYD in Indonesia. The program is based on intentionally structured positive youth development so that teachers or coaches can develop exercises relevant to the needs of students or athletes to transfer life skills and social values to different aspects of life. **Methods:** Literature searches were conducted using the Scopus database, and the search strategy was using PRISMA guidelines. Of the 2,597 articles screened, five articles met the inclusion criteria. This study contains information about PYD through physical education and sports learning in Indonesia, with the research population spread across schools or sports clubs. **Findings:** The results of this review show that the integration of life skills and social value components carried out in adolescents through sports activities and physical education is positively correlated with an increase in positive adolescent development. The results of the study also show that life skills education programs have the potential to protect children from possible negative influences and as a way to maximize the development of adolescents towards a brighter future. **Conclusion:** The review concludes that integrating life skills and social values through physical education and sport effectively supports PYD in Indonesia. In addition, it is important to conduct consistent research to generate new knowledge about the potential implementation of the integration of life skills and social values through sport to support PYD in Indonesia. However, further research can be expanded by linking the contribution of the PYD to efforts to support educational sustainable development goals through physical education and sports.

**Keywords:** life skills, social values, positive youth development, physical education, sports.

### To cite this article:

Triansyah, A. (2025). Integrating Life Skills and Social Values Through Physical Education and Sport for Positive Youth Development in Indonesia: A Systematic Review. *Jurnal Pendidikan Progresif*, 15(1), 485-498. doi: 10.23960/jpp.v15i1.pp485-498.

## ■ INTRODUCTION

The Positive Youth Development (PYD) approach has become a popular tool for understanding how adolescents grow and develop socially and emotionally (Camiré et al., 2023; Lerner, Almerigi et al., 2005). PYD believes that every youth has extraordinary potential that can

be developed. This approach encourages youth to realise their strengths and potential and provides them with the tools and resources necessary to achieve them (Shek et al., 2019; Thomas Page et al., 2023). Fostering the strength of youth with positive activities and behaviours and comprehensive youth development is a long-

term investment for the nation's glorious future and creating a responsible young generation (McCarthy et al., 2023). Education and employment are the keys to a bright future for teenagers. Education gives them the knowledge and skills they need to get a good job. On the other hand, frustrated and neglected teenagers can push them into negative behaviour (Hull et al., 2018). Investing in adolescents is an investment for the country's future; positively prepared adolescents will likely become a contributing and productive society.

Many people believe that sports are beneficial for the development of the younger generation. This is based on the assumption that sports have positive values that will be embedded in anyone involved. Sports activists promote this belief, and is the basis for strategies to use sports to develop the character that the younger generation needs to achieve success (Coakley, 2011; Ma'mun et al., 2022). Practitioners and researchers must systematically and consciously harness sport's potential to support youth's psychological development and mental health. (Pierce & Erickson, 2022). Positive adolescence can be fostered by connecting individual strengths with available time and activities (Lerner et al., 2014). Existing programs include sports activities that provide quality guidance, practising life skills, and opening up leadership opportunities for teenagers, which will increase their potential to develop (Ma'Mun, 2016).

Sports research over the past two decades has shown how this approach helps explain how adolescents involved in sports can successfully transition to adulthood. Among them is research on a positive sports climate and supportive relationships that can help young athletes in teams overcome the obstacles they face in sports (Smith et al., 2024). The influence of sports-based PYD programs and their impact on adolescents' life skills and entrepreneurial mindset (Malete et al., 2022). Reformulating positive youth development and life skills (Camiré et al., 2022). Mental Health

Relationships and positive youth development in Sport and physical activity (Calmeiro et al., 2021). Investigating the relationship between competitive sport, the positive development of adolescents, and the possibility of differences based on gender (O'Connor et al., 2020). How girls benefit from sports programs designed for their positive development (Johnston et al., 2019). Competitive sports can be a means to build character and positive values in adolescents (Santos & Martinek, 2018).

In implementing PYD, it is important to involve stakeholders related to policy, parental involvement, and structured methodologies in planning and implementing practices by integrating sports and life skills development (Palheta et al., 2022). The concept of PYD is known as the Five Cs (competence, confidence, connection, character, and caring) (Lerner et al., 2005). Then, it was developed into the 7Cs PYD model, including competence, confidence, character, care, connection contribution, and creativity (Dimitrova et al., 2021). Preparing youth for positive behaviour can be described by academic achievements and activities related to entrepreneurship (Lerner Lerner et al., 2005) and can be implemented through sports. To truly become a developed country, the Development of the sports approach paradigm should be changed to development through the sports approach, which must involve socio-politics (Ha et al., 2015). Adolescents' involvement in sports brings many benefits, which can be grouped into 3 main aspects: performance improvement, participation, and personal development. These three aspects, known as the 3Ps, are at the core of an ideal youth sports system, which is created to provide the best experience for its participants (Côté & Hancock, 2016).

Although PYD has been a widely used approach in adolescent development research, most studies still focus on specific populations without considering cultural diversity. The lack of cross-cultural exploration in the

implementation of PYD poses a challenge to understanding its effectiveness and relevance in various social contexts (Wiium & Dimitrova, 2019). In addition, not many studies have explored how social-environmental factors play a role in the effectiveness of PYD programs for adolescents in various cultural settings. The development of PYD has become a concern of international researchers; of course, the development of PYD in Indonesia should also follow it. In this context, the research comprehensively analyses Positive youth development through sports and physical education in Indonesia through a systematic review of existing literature. This study seeks to answer the following three questions: RQ1. How the integration of life skills and social values through sport is implemented in the PYD program for adolescents in Indonesia? RQ2. What main variables affect PYD in the context of sports for adolescents in Indonesia? RQ3?. What is the extent of the effectiveness of the application of life skills and social values through sports in supporting adolescent PYD in Indonesia.

## ■ METHOD

### Research Design

The research method used is a systematic literature review (SLR) analysis, with data sources collected from the Scopus database. Scopus is an important source of information because it provides a comprehensive overview of global research results in various fields, ranging from science, technology, medicine, and social sciences, to arts and humanities (Gazali & Saad, 2023). The SLR method was chosen because it allows for a systematic and thorough review of a number of relevant literature (Ningsih et al., 2025).

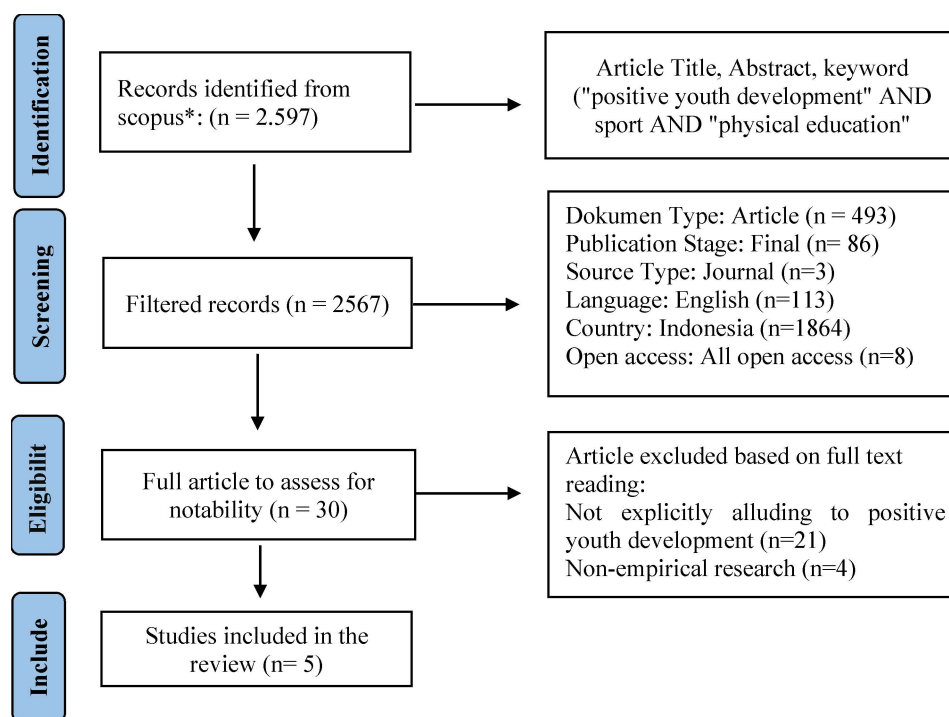
### Search Strategy

Eligibility criteria. The article explains how sports and physical education have integrated life skills and social values to support PYD in the last five years. Procedure. In data search,

choosing the right keywords directly affects the results obtained (Gazali & Saad, 2023). Data search uses variations of Boolean logic keyword combinations such as “AND” “OR” by Scopus (Simbolon et al., 2023), Leads to the following search topics: ALL (“positive youth development” AND sport AND “physical education” AND Indonesia) AND (LIMIT-TO (OA, “all”)) AND (LIMIT-TO (PUBSTAGE, “final”)) AND (LIMIT-TO (DOCTYPE, “ar”)) AND (LIMIT-TO (LANGUAGE, English)). Furthermore, the screening was carried out according to the guidelines of Preferred Reporting Items for Systematic Review and Meta-Analyses (PRISMA) (Mohamed Shaffril et al., 2019). In the initial stage, 2,597 publications were obtained from identification through database searches. The suitability of document type, publication stage, language, country, and open access became the basis for screening 2567 articles in the second hold. Furthermore, there are 30 articles to continue the selection in the third stage based on inclusion criteria; after following the exception, only 5 articles remain. Most items were thrown away because the article did not mention Positive youth development in Indonesia.

### Inclusion and Exclusion Criteria

The inclusion criteria used are: (1) Originating from Indonesia because this study only focuses on PYD in Indonesia; (2) Documents in the form of articles, other than those that are not included in the criteria; (3) Articles explicitly alluding to positive youth development; this means that the article uses the term “Positive Youth Development” in the title, abstract, or body of the text, and (4) Documents in the form of empirical research, meaning that research involves the collection of primary data such as experiments, surveys, or interviews. Exclusion criteria in this study include: (1) Document type includes book chapters, conference papers, reviews, and books; (2) Publication stage and Language is an article that is not final and in a



**Figure 1.** Preferred reporting items for systematic review and meta-analysis

language other than English; (3) Populations in the study that did not involve students or athletes in sports clubs; (4) The topics discussed do not discuss life skills, social values, and PYD; (5) Non-empirical research means research that does not involve the collection of primary data such as experiments, surveys, or interviews. Articles that did not meet the inclusion and exclusion criteria were excluded from the analysis.

### Data Analysis

The data obtained and collected were then systematically analyzed using the Systematic Literature Review approach. The data analysis procedure is carried out through stages, namely:

1. **Data Coding:** At this stage, the data from each study is encoded into relevant categories for easy analysis and synthesis. This coding aims to organize information from various studies so that it can be systematically compared in the context of integrating life skills and social

values through physical education and sports for positive youth development (PYD) in Indonesia.

2. **Thematic Analysis:** After the data is encoded, a thematic analysis is carried out to identify patterns, trends, and differences in the research results. The encoded data are grouped based on similarities and differences in the study's results. Construct relationships between different themes to get a comprehensive picture of the research results.
3. **Qualitative Analysis:** Used to understand how physical education and sports contribute to the development of life skills and social values among Indonesian adolescents.

## RESULT AND DISCUSSION

The five categories (Authors and Years excluded) listed in Table 1 are described and discussed in one compiled article. Country categories are not displayed because all articles focus on one country, Indonesia. Results can be seen in Table 1.

**Table 1.** Article summary about PYD in Indonesia

<b>Title</b>	<b>Research Methods and Types</b>	<b>Research Objectives</b>	<b>Research Results</b>
Integration of life skills into basic student basketball training program for positive youth development (Suardika et al., 2022)	This study uses a quantitative research approach. An experimental study. This study's research design uses a pre-test and post-test control group.	This research aims to improve and develop the positive development of adolescents through systematically designed life skills programs.	Research that has been conducted reveals that the integration of life skills in basketball programs has a significant positive impact. The results of this study have important relevance for coaches, sports practitioners, and educators in implementing life skills programs in each training session. To assess the effectiveness of the program that has been implemented, the Life Skills for Sport Scale (LSSS) will be used. It is important to note that integrating life skills into sports training, especially in basketball, improves those skills more effectively than programs without integration. This approach contributes significantly to the positive development of adolescents and helps them prepare themselves to face future life challenges more optimally.
Exploration of Structural Life Skill Program on Physical Activity (Marheni et al., 2022)	This study uses a quantitative method. The design used is a Randomized Pretest and Posttest Control Group Design.	This study examines life skills education and aims to obtain data that describe the life skills education system, its learning process, and its learning outcomes in continuous physical activities.	“Paired Samples Test” is known to have a value of sig. (2-tailed) is 0.000 (for the life skill group) and 0.000 (for the control group). This means that the result is $< 0.05$ . Thus, it can be concluded that there is an average difference between before and after treatment in each group—interpretation of N-Gain Percent. The average score of 16.6839% is still in the Ineffective category. This may be why a program does not run within the allotted time. Based on previous research recommendations, conducting research and applying life skills for at least nine months is recommended. However, this study was only conducted for six months. The results of the study show that life skills education programs have the potential to protect children from possible negative influences and threats to daily life as a way to maximise the development of adolescents towards a brighter future.
Integration of Social Values Through Sport (Purnomo et al., 2023)	The method used in this study is an experiment with multiple treatment designs and a control design with pretest-posttest.	This study aims to find out the difference in the results of social value development through sports activities. Individual sports (athletics) and team sports (football) are the activities in question.	In this study, it was found that there was a significant difference in results between learning groups (athletics and football), which was deliberately structured on increasing social values or by obtaining a p-value $< 0.001$ , which means that there was indeed a significant difference in terms of increasing social values. Groups compared to study groups (athletics and football) that are not deliberately structured. Thus, it can be concluded that athletic and football sports activities are a good means to form social values through deliberate structuring. This affects improving outcomes because they

			acquire strong talents and, ideally, develop social values to enable our young generation to continue participating in this global competition.
Life Skill Development through Pencak Silat Martial Arts Training: An Intentionally Structured Positive Youth Development Program (Hadiana et al., 2022)	The method used in this study is an experiment.	This study aims to determine the influence of the Positive Youth Development-Based Tapak Suci Training Model on the development of Athletes' Life Skills.	The results showed that the Pencak Silat Tapak Suci Training Model applied to the experimental group had a higher impact on athlete life skill transfer than the control group. This study concludes that the Tapak Suci Pencak Silat Training Model has proven effective in transferring life skills among athletes. In addition, programmed exercises are recommended to transfer individual life skills.
Coach's perceptions of life skill development in badminton sport: A preliminary study (Hambali et al., 2023)	This study uses the survey method as the main approach.	This study aims to evaluate the perception of coaches towards the development of life skills in badminton training.	The analysis results show that the coach's perception of the development of life skills in badminton is still not comprehensive. Some coaches still lack understanding, recognition, and integration of life skills in the badminton training process. In addition, regression model analysis reveals that each dimension in the assessed construct makes a different contribution. Nevertheless, these eight dimensions are still considered important in badminton training. Therefore, it can be concluded that the coaches recognize the importance of life skills to be integrated in the development of badminton athletes. The results of this preliminary study provide significant insight into the need to design a development program that incorporates life skills in the training process, with the hope of positively impacting the development of the younger generation, especially through the sport of badminton.

**RQ1.Integrate Life Skills and Social Values through Sport for Positive Youth Development of Adolescents in Indonesia?**

Positive development in adolescents significantly impacts self-confidence, character building, increased concern for others, and other positive contributions. Psychological factors such as experience, family support, and community involvement also influence this development (Wium & Dimitrova, 2019). In the context of sports, the integration of life skills such as teamwork, goal setting, time management, social skills, leadership, problem-solving and decision-making can be incorporated into the sports training program (L. D. Cronin & Allen, 2017). For example, integration in basketball can increase PYD for adolescents.

Youth-based approaches that encourage active engagement provide space for decision-making and create opportunities to plan and lead activities, including sports, which have proven effective. Through this program, adolescents hone social skills and build positive values that help them face life’s challenges better and live more meaningfully. Social values such as cooperation, communication, relationship building, and teamwork can be instilled through sports by intentionally *structuring* or directing program planning. Research shows that this approach, which integrates character formation and social values, significantly influences participants (Kendellen et al., 2016). This program focuses on physical development and integrates value education, such as emotional proficiency, goal

setting, leadership, and respect for teaching religious values. For example, badminton can be an effective medium for youth development by integrating life skills into practice. Dimensions that can be developed include teamwork, time management, social skills, problem-solving, leadership, interpersonal communication, and

emotional skills. Thus, sports are not only a physical means but also a tool to build a young generation that is resilient, moral, and has strong social values.

Below is a table showing the life skills and social values that can be developed through physical education and sports:

**Table 2.** The impact of physical education and sports on the development of life skills in adolescents

No	Types of Skills	Description
1	Teamwork	Ability to work with others effectively
2	Goal setting	Ability to plan and achieve specific targets
3	Time Management	Ability to manage time efficiently
4	Leadership	Ability to lead a team and make decisions
5	Problem-Solving	Ability to find solutions to challenges
6	Interpersonal Skills	Ability to communicate and build social relationships
7	Emotional Intelligence	Managing emotions under pressure and competition

Physical education and sports not only function as physical activities but also as effective tools to form character and social values in adolescents. With the right integration of life skills and social values in sports programs, adolescents can develop into more confident, resilient, and socially valued individuals. Therefore, there is a need for a structured and directed approach to developing sports programs based on positive youth development in Indonesia.

## **RQ2. What main variables affect PYD in the context of sports for adolescents in Indonesia?**

The variables contributing to PYD in Indonesia involve various factors supporting the development of life skills and social values through sports. Coaches, sports practitioners, and teachers are crucial in implementing life skills programs in every sports activity. The success of the implementation of this program depends on several key elements, namely deliberate planning, providing concrete examples of life skills,

systematic implementation of the program, and periodic evaluations to ensure success (Pierce et al., 2016). The government has a significant role in supporting the development of a positive young generation through sports from an early age. This can be done by providing quality sports facilities, supporting sports schools, and creating policies that facilitate collaboration between researchers and coaches to improve PYD. One effective approach is integrating life skills into the sports curriculum, as implemented in sports programs such as basketball or Canadian Golf (Kendellen et al., 2016). Support from the government and policymakers is the key to the successful implementation of this program (Ma'mun, 2019).

Life skills taught through sport involve deep reflection by participants, where they can evaluate performance and understand what they have learned from each session. Sport is a physical activity and a means of holistic learning that supports adolescents' cognitive, emotional, moral, physical, and mental development to prepare them for future life challenges. Coaches and teachers

are responsible for creating a learning environment that inculcates social values such as honesty, discipline, hard work, independence, confidence, and respect.

Research shows that a structured PYD program positively develops participants' psychosocial skills. Factors that support this success include psychological safety, positive social interaction, mentor roles, opportunities for leadership, and active involvement of participants in decision-making (Almeida et al., 2023; Kendellen et al., 2016)Programs based on Intentionally Structured Positive Youth Development allow coaches to develop exercises relevant to the athlete's needs to transfer life skills to different aspects of life.

In certain sports, such as badminton, some dominant dimensions contributing to PYD include goal setting, communication, time management, and social and emotional skills. Clear goal setting helps provide direction and influence the athlete's performance and personality (L. Cronin et al., 2022; Ghosh et al., 2018). In addition, good communication between coaches and athletes also supports the creation of structured relationships and encourages optimal results. With this approach, sports become an effective medium to build an outstanding young generation while having strong character values. Below is a table that summarizes the variables that contribute to the positive development of adolescents through sports:

Table 3. Variables that contribute to PYD

No	Category	Contributing Variables
1	Individual Factors	- Involvement in sports - Personal reflection - Experience and motivation
2	Social Factors	- Family Support - Social and Community Interaction
3	Education and Training Factors	- The Role of Teachers and Coaches - Life skills-based curriculum
4	Structural and policy factors	- Availability of sports facilities - Government policies - Education and sports sector collaboration
5	Psychosocial factors in sports	- Psychological safety - Leadership opportunities - Positive social interaction

From these various factors, the combination of active individuals, strong social support, a conducive environment, and supportive policies is the key to success in developing positive youth development through sports in Indonesia.

**RQ3. What is the extent of the effectiveness of the application of life skills and social values through sports in supporting adolescent PYD in Indonesia?**

The research entitled Integration of Life Skills in the Basketball Training Program for

Positive Development of Adolescents revealed a positive relationship between participation in sports activities, especially basketball programs, and the development of life skills in adolescents. In this study, life skills were systematically integrated in a group of adolescents who engaged in basketball practice sessions. The success of this program is highly dependent on the capacity of the trainers, the gradual implementation process, and the continuous evaluation. The implementation of the results of life skill development can help adolescents face future

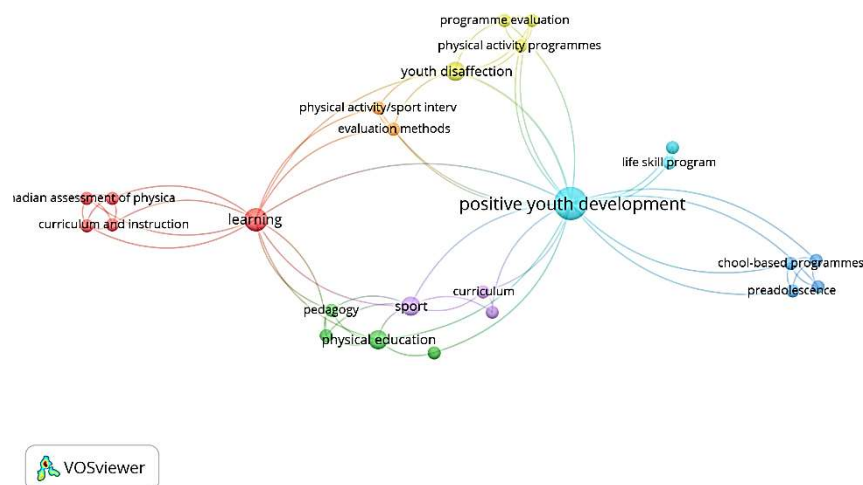


challenges (Suardika et al., 2022). The study's Exploration of Structural Life Skill Program on Physical Activity results revealed that life skills education through sports activities has great potential to protect adolescents from negative influences and threats in daily life. This program is designed to maximise the development of adolescents towards a brighter future while enriching the literature on youth development (Marheni et al., 2022). A study entitled Integration of Social Values Through Sport compares deliberately structured and unstructured athletic learning. The results show that structured athletic learning is more effective in improving social values. This is because the learning model integrated with the development of social values significantly impacts participants (Purnomo et al., 2023). The research entitled Life Skill Development through Pencak Silat Martial Arts Training: An Intentionally Structured Positive Youth Development Program shows that the Tapak Suci Pencak Silat Training Model effectively transfers life skills to athletes. The life skills developed include emotional skills, goal setting, problem-solving, decision-making, leadership, and respect (Hadiana et al., 2022). (Purnomo et al., 2023) Although not all sports coaches, especially badminton coaches,

understand and integrate life skills programs into coaching, most coaches perceive life skills as very important. The eight dimensions of life skills that coaches consider essential include goal setting, communication, time management, social skills, and emotional skills. This emphasises the importance of structured and planned sports coaching to support the development of adolescents' life skills.

Overall, sport is an effective tool in developing life skills and social values for adolescents in Indonesia. The success of these programs depends on deliberate learning structures, active involvement of trainers, and support from various parties, including governments and educational institutions. With proper implementation, sports can be a means that not only improves physical skills but also forms strong character and discipline and has high social value, thus supporting the development of adolescents in a more positive and sustainable direction.

The following is a visualization of keywords that are interconnected and often used in research on the integration of life skills and social values through sports for positive development of adolescents (PYD), which were generated using the VOSviewer application.



**Figure 1.** Network visualization co-word occurrence analysis

PYD for adolescents in Indonesia can be implemented through a holistic approach involving the government, educational institutions, community organizations, and the private sector. This policy aims to support the holistic development of adolescents so that they grow into healthy, active, productive, and competitive individuals. The formal education curriculum must include life skills like communication, problem-solving, leadership, and emotional management. These programs can be integrated into physical education lessons, counseling guidance, and extracurricular activities. Sports can help develop character by encouraging programs in schools and communities that teach the values of cooperation, discipline, sportsmanship, and empathy. The government must also provide adequate sports facilities in schools and public spaces so adolescents can participate in physical activities. A national program is also needed to raise awareness among adolescents about the importance of a healthy lifestyle, including regular exercise, a balanced diet, and stress management.

Collaboration with community organisations such as sports clubs is essential to implementing PYD programs at the community level, including sports based on social values. In addition, companies' involvement through Corporate Social Responsibility (CSR) programs can support adolescents' development, for example, by sponsoring sports activities or skills training. PYD policies must prioritise promoting physical and mental health as the foundation of adolescent development. To face global challenges, quality and inclusive education must also support adolescents' holistic development. With a focus on education, sports, health, and social participation, PYD policies in Indonesia must be designed to meet adolescents' holistic needs. Their success depends on cross-sector collaboration, systematic monitoring, and infrastructure strengthening

In this study, several limitations need to be considered: (1) The literature used in this study may not cover all relevant studies due to limited

access to specific research databases; (2) Some relevant studies may not be included due to limitations in the selection criteria, which may affect the generalization of the findings; (3) The studies used in this analysis have variations in research design and methods, which may affect the overall conclusion; (4) This analysis uses more qualitative approaches, so it does not provide more in-depth quantitative results regarding the effectiveness of sports programs in life skills development. For future research, some recommendations that can be given include: (1) The use of a more comprehensive research methodology; researchers can then combine quantitative and qualitative methods so that they can provide a broader understanding of the effectiveness of sports programs in the development of life skills; (2) Expanding the scope of the research, further studies can cover different types of sports and different social environments to understand the impact of sport on adolescents more broadly.

## ■ CONCLUSION

This review concludes that integrating life skills and social values through sports and physical education has proven effective in supporting PYD in Indonesia. Most studies used measurement instruments for data collection, and the results showed that the integration of life skills and social value components in adolescent sports activities had a positive correlation with an increase in PYD. In addition, life skills education has been proven to have the potential to protect adolescents from negative influences and threats to daily life, as well as maximise their development towards a better future. Other findings show that research on integrating life skills and social values through sports for PYD in Indonesia is still limited. This indicates the need for further efforts to translate theory into educational practice. This review also underscores the importance of consistent research to generate new knowledge about the potential implementation of the integration of life skills and social values through sport to support PYD in Indonesia. In the future,

research can be expanded by using keywords and other databases to enrich article searches. Similar studies must continue to be conducted globally through literature reviews or mapping studies (e.g., bibliometrics and scientometry). In addition, research linking PYD with education for sustainable development goals through sports and physical education is also an important agenda to be developed.

## ■ REFERENCES

- Almeida, L., Dias, T., Corte-Real, N., Menezes, I., & Fonseca, A. (2023). Positive youth development through sport and physical education: A systematic review of empirical research conducted with grade 5 to 12 children and youth. *Physical Education and Sport Pedagogy*, 1–27. <https://doi.org/10.1080/17408989.2023.2230208>
- Calmeiro, L., Teques, P., Rosado, A., & Barros, M. V. G. D. (2021). Editorial: Mental health and positive youth development in sport and physical activity contexts. *Frontiers in Psychology*, 12, 752369. <https://doi.org/10.3389/fpsyg.2021.752369>
- Camiré, M., Newman, T. J., Bean, C., & Strachan, L. (2022). Reimagining positive youth development and life skills in sport through a social justice lens. *Journal of Applied Sport Psychology*, 34(6), 1058–1076. <https://doi.org/10.1080/10413200.2021.1958954>
- Camiré, M., Santos, F., Newman, T., Vella, S., MacDonald, D. J., Milistetd, M., Pierce, S., & Strachan, L. (2023). Positive youth development as a guiding framework in sport research: Is it time to plan for a transition? *Psychology of Sport and Exercise*, 69, 102505. <https://doi.org/10.1016/j.psychsport.2023.102505>
- Coakley, J. (2011). Youth Sports: What Counts as “Positive Development?” *Journal of Sport and Social Issues*, 35(3), 306–324. <https://doi.org/10.1177/0193723511417311>
- Côté, J., & Hancock, D. J. (2016). Evidence-based policies for youth sport programmes. *International Journal of Sport Policy and Politics*, 8(1), 51–65. <https://doi.org/10.1080/19406940.2014.919338>
- 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>
- Cronin, L., Ellison, P., Allen, J., Huntley, E., Johnson, L., Kosteli, M. C., Hollis, A., & Marchant, D. (2022). A self-determination theory based investigation of life skills development in youth sport. *Journal of Sports Sciences*, 40(8), 886–898. <https://doi.org/10.1080/02640414.2022.2028507>
- Dimitrova, R., Fernandes, D., Malik, S., Suryani, A., Musso, P., & Wiium, N. (2021). The 7Cs and developmental assets models of positive youth development in India, Indonesia and Pakistan. In R. Dimitrova & N. Wiium (Eds.), *Handbook of Positive Youth Development* (pp. 17–33). Springer International Publishing. [https://doi.org/10.1007/978-3-030-70262-5\\_2](https://doi.org/10.1007/978-3-030-70262-5_2)
- Gazali, N., & Saad, N. (2023). Bibliometric analysis of leadership and physical education based on Scopus data. *International Journal of Evaluation and Research in Education (IJERE)*, 12(3), 1174. <https://doi.org/10.11591/ijere.v12i3.22922>
- Ghosh, A., Singh, S., & Jawahar, C. V. (2018). Towards structured analysis of broadcast badminton videos. *2018 IEEE Winter Conference on Applications of Computer Vision (WACV)*, 296–304. <https://doi.org/10.1109/WACV.2018.00039>

- Ha, J.-P., Lee, K., & Ok, G. (2015). From Development of Sport to Development through Sport: A Paradigm Shift for Sport Development in South Korea. *The International Journal of the History of Sport*, 32(10), 1262–1278. <https://doi.org/10.1080/09523367.2015.1062756>
- Hadiana, O., Subarjah, H., Mamun, A., Mulyana, M., Yuliardi, R., & Nur, L. (2022). Life Skill development through pencak silat martial arts training: an intentionally structured positive youth development program. *International Journal of Human Movement and Sports Sciences*, 10(4), 660–667. <https://doi.org/10.13189/saj.2022.100405>
- Hambali, B., Ma'mun, A., Susetyo, B., Hidayat, Y., & Gumilar, A. (2023). Coach's perceptions of life skill development in badminton sport: A preliminary study. *Journal of Physical Education and Sport*, 23(12).
- Hull, D. M., Saxon, T. F., Fagan, M. A., Williams, L. O., & Verdisco, A. E. (2018). Positive youth development: An experimental trial with unattached adolescents. *Journal of Adolescence*, 67(1), 85–97. <https://doi.org/10.1016/j.adolescence.2018.06.006>
- Johnston, K. C., Marttinen, R., Frederick, Iii, R. N., & Bhat, V. R. (2019). Girls' experiences in a positive youth development sport program: developing a participant-centered space. *Journal of Youth Development*, 14(1), 93–111. <https://doi.org/10.5195/jyd.2019.729>
- Kendellen, K., Camiré, M., Bean, C. N., Forneris, T., & Thompson, J. (2016). Integrating life skills into Golf Canada's youth programs: Insights into a successful research to practice partnership. *Journal of Sport Psychology in Action*, 8(1), 34–46. <https://doi.org/10.1080/21520704.2016.1205699>
- Lerner, R. M., Almerigi, J. B., Theokas, C., & Lerner, J. V. (2005). Positive youth development a view of the issues. *The Journal of Early Adolescence*, 25(1), 10–16. <https://doi.org/10.1177/0272431604273211>
- Lerner, R. M., Wang, J., Chase, P. A., Gutierrez, A. S., Harris, E. M., Rubin, R. O., & Yalin, C. (2014). Using relational developmental systems theory to link program goals, activities, and outcomes: The sample case of the 4 H Study of Positive Youth Development. *New Directions for Youth Development*, 2014(144), 17–30. <https://doi.org/10.1002/yd.20110>
- Malete, L., McCole, D., Tshube, T., Mphela, T., Maro, C., Adamba, C., Machuve, J., & Ocansey, R. (2022). Effects of a sport-based positive youth development program on youth life skills and entrepreneurial mindsets. *PLOS ONE*, 17(2), e0261809. <https://doi.org/10.1371/journal.pone.0261809>
- Ma'mun, A. (2016). *Pembudayaan olahraga dalam perspektif pembangunan nasional di bidang keolahragaan, 2015 – 2019: konsep, strategi, dan implementasi kebijakan*.
- Ma'mun, A. (2019). Governmental roles in indonesian sport policy: from past to present. *The International Journal of the History of Sport*, 36(4–5), 388–406. <https://doi.org/10.1080/09523367.2019.1618837>
- Ma'mun, A., Anggorowati, R., Risma, R., Slamet, S., & Anira, A. (2022). An historical overview of the culture of sports in indonesia: global issues and challenges for future indonesian sports development policies. *Asian Journal of Sport History & Culture*, 1(2), 161–182. <https://doi.org/10.1080/27690148.2022.2119091>
- Marheni, E., Donie, D., Ridwan, M., Laksana, G. S., Apriani, L., Ardiansyah, A., Purnomo, E., Jermaina, N., & Cahyani,

- F. I. (2022). Exploration of structural life skill program on physical activity. *International Journal of Human Movement and Sports Sciences*, 10(6), 1197–1203. <https://doi.org/10.13189/saj.2022.100610>
- McCarthy, E., Luck, L., Karr, L., & Lingard, J. (2023). 146 The Nebraska 4-H Equine advancement level program's role in positive youth development using the five C's model: An exploratory study. *Journal of Equine Veterinary Science*, 124, 104448. <https://doi.org/10.1016/j.jevs.2023.104448>
- Mohamed Shaffril, H. A., Samah, A. A., Samsuddin, S. F., & Ali, Z. (2019). Mirror-mirror on the wall, what climate change adaptation strategies are practiced by the Asian's fishermen of all? In *Journal of Cleaner Production* (pp. 232, 104–117). <https://doi.org/10.1016/j.jclepro.2019.05.262>
- Ningsih, A. T., Handoyo, B., & Suciptaningsih, O. A. (2025). Gender differences in students' spatial abilities: a systematic literature review analysis in educational contexts. 15(1), 149–168. <https://doi.org/10.23960/jpp.v15.i1.202511>
- O'Connor, D., Gardner, L., Larkin, P., Pope, A., & Williams, A. M. (2020). Positive youth development and gender differences in high performance sport. *Journal of Sports Sciences*, 38(11–12), 1399–1407. <https://doi.org/10.1080/02640414.2019.1698001>
- Palheta, C. E., Ciampolini, V., Santos, F., Ibáñez, S. J., Nascimento, J. V., & Milistetd, M. (2022). Challenges in promoting positive youth development through sport. *Sustainability*, 14(19), 12316. <https://doi.org/10.3390/su141912316>
- Pierce, S., & Erickson, K. (2022). Performance psychology and positive youth development: A call to integrate for the benefit of all athletes. *Performance Enhancement & Health*, 10(3), 100231. <https://doi.org/10.1016/j.peh.2022.100231>
- Pierce, S., Kendellen, K., Camiré, M., & Gould, D. (2016). Strategies for coaching for life skills transfer. *Journal of Sport Psychology in Action*, 9(1), 11–20. <https://doi.org/10.1080/21520704.2016.1263982>
- Purnomo, E., Ma'mun, A., Kusmaedi, N., Hendrayana, Y., Jermaina, N., Amirudin, A., Fitryona, N., & Sari, D. M. (2023). Integration of social values through sport. *Retos*, 52, 144–153. <https://doi.org/10.47197/retos.v52.102459>
- Santos, F., & Martinek, T. J. (2018). Facilitating positive youth development through competitive youth sport: opportunities and strategies. *Strategies*, 31(6), 47–49. <https://doi.org/10.1080/08924562.2018.1516443>
- Shek, D. T., Dou, D., Zhu, X., & Chai, W. (2019). Positive youth development: Current perspectives. *Adolescent Health, Medicine and Therapeutics, Volume 10*, 131–141. <https://doi.org/10.2147/AHMT.S179946>
- Simbolon, M. E. M., Firdausi, D. K. A., Dwisaputra, I., Rusdiana, A., Pebriandani, C., & Prayoga, R. (2023). Utilization of sensor technology as a sport technology innovation in athlete performance measurement: research trends. *IJEIS (Indonesian Journal of Electronics and Instrumentation Systems)*, 13(2), 147. <https://doi.org/10.22146/ijeis.89581>
- Smith, K. L., Jackson, D., & Weir, P. L. (2024). Relative age and positive youth development in youth sport: do developmental assets play a role in creating advantage reversals in female soccer?

- Sports*, 12(1), 30. <https://doi.org/10.3390/sports12010030>
- Suardika, I. K., Ma'mun, A., Kusmaedi, N., Budiana, D., Mile, S., & Purnomo, E. (2022). Integration of life skills into basic student basketball training program for positive youth development. *Cypriot Journal of Educational Sciences*, 17(9), 3184–3197. <https://doi.org/10.18844/cjes.v17i9.7180>
- Thomas Page, D., Hanrahan, S., & Buckley, L. (2023). Real-world trial of positive youth development program “LifeMatters” with South African adolescents in a low-resource setting. *Children and Youth Services Review*, 146, 106818. <https://doi.org/10.1016/j.childyouth.2023.106818>
- Wiium, N., & Dimitrova, R. (2019). Positive youth development across cultures: introduction to the special issue. *Child & Youth Care Forum*, 48(2), 147–153. <https://doi.org/10.1007/s10566-019-09488-7>