

**THE INTERNATIONAL CONFERENCE OF SPORT  
FOR DEVELOPMENT AND PEACE**
**THE ROLE OF SPORT EXTRACULAR ACTIVITIES IN SUPPORTING POSITIVE  
YOUTH DEVELOPMENT (PYD)**

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**Abstract**

Until now juvenile delinquency continues to grow, and is increasingly worrying, currently there are many juvenile Delinquency in various circles of today's teenagers. This is because they are all still in the process of finding their identity. Not many researchers in Indonesia have described the role of sport extracurricular activities in supporting positive youth development (PYD). The purpose of this study was to describe the role of sports extracurricular activities in supporting positive youth development (PYD). This research is a Literature Review study, the database search was carried out through the Regulation of the Minister of Youth and Sports, the Regulation of the Minister of Education and Culture, the Sports System Act, Researchget, Tailor and Francis, Science Direct, and Sage using the keywords Physical activity, sports extracurricular activities, Youth Development and Positive Youth Development. All data and articles found were analyzed relevantly to the results that have been studied. The results of the analysis show that extracurricular sports activities are seen as important programs in developmental settings for adolescents. In particular, it can instill character, develop positive attributes, promote moral development and other broad benefits for young people. The PYD concept emphasizes how to develop youth through sports. This paper is expected to stimulate research and development of more in-depth knowledge about the role of extracurricular sports activities in the context of PYD, become a reference for schools in organizing and funding sports extracurricular activities

*Keyword:*
*extracurricular, Sport participation, Positive youth development*

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**Introduction**

The world of education cannot be separated from problems, especially among teenagers. Hall in (Santrock, j p. 6) that "the changes that take place in adolescence are more influenced by the environment, Hall explains the storm and stress view that adolescence is a turbulent period filled with conflict and mood swings. ". The consideration of these images is related to media images of teenagers as rebellious, conflicted, fond of following fashion, deviant and too self-centered. Adolescents must also navigate changing identity developments and seek purpose and meaning as they develop into adulthood (Erikson, 1993). The following is the spread of crime by the Central Statistics Agency (BPS,2019).

During the period 2016–2018, the number of incidents of crime or crime in Indonesia tends to fluctuate. Police data shows the number of crime incidents (total crime) in 2016 was 357,197 incidents, decreased to 336,652 incidents in 2017 and decreased in 2018 to 294,281 incidents (bps, 2019). In order to understand further, the Indonesian Child Protection Commission (KPAI) explained that it had handled 1,885 cases in the first semester of 2018. Of that number, children dealing with the law (ABH) such as being drug offenders, stealing, and immoral are the most cases. The data from kpai stated that there were 504 cases of abh, then in the second position there were cases of family and alternative care or children whose parents divorced with 325 cases. third position, pornography

and cyber crime with 255 cases. "From 2011 data to date, children related to the law occupy the highest position. Then family and alternative care," said KPA chairman Susanto in a discussion on Jalan Wahid Hasim, Central Jakarta, Monday (Detik news, 2018)

Positive youth development (PYD) is a new perspective that understands youth as an asset of human development. Richard Lerner et al (2005) argue that the PID concept views that adolescents have the potential to be successful, develop healthily and have the capacity to develop positively. The Nation 4-H Council on positive youth development which began in 2002, the results of a survey of 7000 adolescents from various backgrounds in 42 states in the United States showed that PID contributed to the reduction of risky behavior in adolescence. In the world of education, especially in schools, there are three activities, namely intra-curricular, co-curricular and extra-curricular. Minister of Education and Culture Regulation No. 20 of 2018 Article 1:5. Intracurricular activities become learning activities to fulfill the learning load in the curriculum in accordance with the provisions of laws and regulations, on the other hand, 6 activities. Co-curricular activities will be carried out as reinforcement, deepening intra-curricular activities, 7. Extra-curricular activities are activities to develop potential, talents and interests.

Programmed physical activity is physical activity that is not limited to physiological activities. Research (Hagger et al., 2002) proves that there is a relationship between attitudes and behavior in physical activity. Research evidence shows that quality physical activity contributes positively to the social and moral development of students Hellison D & Martinek T (2006), for fair play behavior, for team building, cooperation and social skills development (Hunter, 2006). Explained a. Bayer & g, Yuksel, (2012) that extracurricular activities are designed and implemented inside or outside the school in after-class plans as a strategic tool that helps reduce negative behavior.

The values of sport are also explained in the Strategic Plan of the Ministry of Youth and Sports 2016-2019 that "universally in sports the values of struggle, pioneering, cooperation, competition, respect, communication and integration, physical endurance and mental endurance, togetherness, attitude responsiveness, leadership and decision making, honesty and sportsmanship, and others. Participation in regular exercise has been associated with various aspects of healthy development throughout life (Fraser-Thomas et al., 2010). In order to develop sports values in schools, it is necessary to understand the role of extracurricular sports in order to support positive behavior of adolescents.

### Methods

The method used in this study is the literature review method using a narrative review type (Closs et al., 2020; Snyder, 2019). Database searches were carried out through the Regulations of the Minister of Youth and Sports, the Regulations of the Minister of Education and Culture, the Sports System Act, Researchget, Taylor and Francis, Science Direct, and Sage using School sports, sports extracurricular activities, Youth Development and Positive Youth Development. using the keywords School sports, sports extracurricular activities, Youth Development and Positive Youth Development.

All articles found as primary data sources are used as references for analysis and synthesis using critical appraisal analysis techniques, namely analyzing relevant articles related to the theoretical basis to be studied (Hutchison, 1993).

### Result

From the data search, it was found 100 articles and 2 ministerial regulations in Indonesia as a reference for analysis and synthesis. Physical activity, sport extracurricular and positive youth development (PYD) were used as criteria defined in the article search. That's because the author tries to examine the role of extracurricular activities in Supporting Positive Youth Development (PYD). Based on the results of the study from these sources, 23 sources of data were identified to be analyzed and synthesized.

The results of the analysis and synthesis show that sports extracurricular activities are in great demand by teenagers, sport extracurricular activities are seen as important programs in regulating development for adolescents. In particular, it can instill character, develop positive attributes, promote moral development and other broad benefits for young people. approach through exercise contributes to the development of cognitive, affective, psychomotor, social, and life skills. The PYD concept emphasizes how to develop youth through sports

In organizing sports extracurricular activities, adequate infrastructure is needed, coaches or trainers who understand the Positive Youth Development Theory (PYD) so that sport itself has a contextual effect on students.

### Discussion

#### *Involvement of Students in Extracurricular Activities*

Involvement in various extracurricular activities can provide youth with greater leverage for challenging activities, more opportunities to learn life skills, and increase their social capital because these activities facilitate the development of relationships with peers and supportive adults (Kahne et al. al 2001). Sport has proven to be a popular extracurricular activity for students in Canada and America (Fieldman and Matjasko, 2005). Gibbons, Ebbeck and Weiss (1995) explain that in fair play for kids, one can participate in a program to produce positive changes in the moral development of students.

#### *Infrastructure and Availability of Coaches*

In government regulation (PP) No. 16 of 2007 article 26 it is explained that: (1) The fostering and development of educational sports is the responsibility of the Minister and the minister who carries out government affairs in the field of national education. (2) The responsibility of the Minister as referred to in paragraph (1) includes: coaching and developing sports coaches to be placed in education units, sports coaching and training centers, and sports clubs/ associations/ gyms/ studios; provision of sports training facilities; implementation of sports coaching and training processes; coaching and development of student sports coaching and training centers; coaching and development of student sports coaching and training centers; development and application of science and technology in sports education; and organizing sports championships for students nationally and

internationally. (3) The fostering and development of educational sports as referred to in Article 25 paragraph (2) is carried out through both intracurricular and extracurricular activities.

#### The process of implementing sports extracurricular activities

Described in Government Regulation (PP), No. 16 of 2007, in the third part concerning the coaching and development of educational sports, which is in article 25 it is explained that: (1) The training and development of educational sports aims to acquire knowledge, personality, skills, health, and physical fitness as well as the development of sports interests and talents. (2) The guidance and development of educational sports as referred to in paragraph (1) is carried out as a systematic and continuous unit with the National Education System. (3) The guidance and development of educational sports as referred to in paragraph (2) is carried out through both intracurricular and extracurricular activities. Fraser-Thomas et al., (2005) Participation in regular exercise has been associated with various aspects of healthy development throughout life.

#### Positive attitude and behavior through sport extracurricular activities

A study by Wylie (2005) provides some indication of a positive relationship between participation in extracurricular activities at school and high cognitive competence and attitude in children aged 8 to 12 years. It was noted that this study was based on parents' responses to questions about their children's extracurricular activities among those aged 8-12 years, and the relationship between these answers and the level of competence in this age range. As explained by Hellison, Martinek, and Walsh (2008) that a key element in making positive behavior change is developing programs and interventions that have an explicit focus on personal development by promoting positive relationships between participants. The importance of the broader goals of personal and social development in sports or physical activity programs, in both programs social interaction is a key feature including offering each individual the opportunity to work closely with students who are younger or older and to interact with students from different schools. different (Coalter, et al., 2000).

#### Sports extracurricular activities directed at PYD

A recent and comprehensive review of the literature on EcA (Extracurricular Activity) for high school students in the United States shows that while extracurricular activities are viewed as very important “developmental settings for adolescents”, little is understood about the “contextual influences” that influence that development, or the nature of the relationship between student participation and outcomes (Feldman and Matjasko's, 2005, pp. 160–161). It is certain that involvement in sports in particular can instill character, develop positive attributes, enhance moral development and other broad benefits for young people (Holt, 2008). Considered a social change, sport development requires paying proper attention to the relationship between the vision of development and people's subjective perception of it, while changes at the community level have received some treatment (Hylton et al., 2007). Positive youth development and social development are the most widely used theories within the Sports for Development framework (Dao & Smith, 2019).

And the paradigm shift from sports development to development through sports is one indicator of the progress of sports in a country; another term called Sport for Development (SfD), refers to sports-based interventions designed to support and achieve goals other than sports, such as gender empowerment, health promotion, peace and conflict resolution, and positive youth development (Darnell et al., 2019).

#### Conclusion

Positive Youth Development (PYD) is the main key in the Sports Sector to guide youth in every developing country positively. Sport extracurricular activities as one of the activities at school as a forum for the interests and talents of students can be directed as a place for positive youth development. The results of the study show that sports extracurricular activities are in great demand by adolescents, sport extracurricular activities are seen as an important program in developing developmental settings for adolescents. In particular, it can instill character, develop positive

attributes, promote moral development and other broad benefits for young people. It is hoped that this can be a benchmark for every school in Indonesia to support the implementation of extra-curricular sports activities as a place for Youth Development.

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