DEVELOPING SOCIAL SKILLS IN PHYSICAL EDUCATION, SPORTS AND HEALTH: A TRANSFORMATION THROUGH AN INTENTIONALLY STRUCTURING APPROACH

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Abstract

This research aims to evaluate the impact of the Intentionally Structuring approach in enhancing students' social skills within the framework of Physical Education, Sports, and Health (PESH). Two groups of students were compared: one utilizing the Intentionally Structuring approach and a control group (non-Intentionally Structuring). Independent Samples Test analysis revealed a significant difference in the progress of social skills between the two groups. Students engaged in Intentionally Structuring learning demonstrated significant improvements in cooperation, communication, interpersonal relationships, self-confidence, and teamwork skills. This approach enables students to develop collaborative abilities, articulate ideas clearly, and understand and respond to their peers' emotions more effectively. The findings of this research affirm that Intentionally Structuring makes a positive contribution to the development of students' social skills. The implications of this study are crucial in an educational context, highlighting the effectiveness of intentionally structured learning approaches in shaping students' social skills. Considering these results, schools and educators are encouraged to consider the use of Intentionally Structuring as a learning strategy to enrich students' learning experiences. The integration of similar approaches into other subjects is also proposed to support holistic student development. This research not only provides profound insights into the potential of Intentionally Structuring in the PESH context but also underscores the importance of emphasizing the development of students' social skills as a crucial preparation for their future in an increasingly complex society.

Keywords: Social Skills. Intentionally Structuring Approach

Introduction

Social skills constitute a pivotal foundation in daily life and play an essential role in the learning context within schools [1], [2]. Skills such as cooperation enable students to learn to collaborate with others, appreciate diverse opinions, and recognize the strength of collaboration [3], [5]. Effective communication skills empower students to articulate ideas and feelings clearly, laying the groundwork for strong relationships and mutual understanding [6]–[8]. Interpersonal skills and trust contribute to helping students build positive relationships, creating an inclusive and safe school environment [9], [10]. Additionally, teamwork skills teach students about the importance of cooperation in achieving common goals, fostering an appreciation for individual roles and contributions within a group [11], [13]. Through education, students acquire not only academic knowledge but also these social skills, which aid in shaping a strong personality, preparing them for success in life, and supporting the formation of a more harmonious society [14], [16].

In the school learning context, social skills, including empathy and conflict resolution abilities, emerge as crucial aspects [17], [19]. Students need to develop the capacity to understand and handle conflicts constructively, fostering the establishment of healthy interpersonal relationships [20], [21]. Education that promotes values such as justice, respect, and social responsibility also plays a vital role in shaping students' character [22], [24]. Social skills not only influence relationships within the school environment but also serve as the foundation for success in the professional world, where collaboration, effective communication, and interaction are key to success [25], [27]. The importance of developing social skills as an integral focus in education must also be balanced with an awareness of the impact of technology, where wise usage can enhance communication and collaboration skills while accommodating the continuous evolution of technology [28], [30].

Teachers often encounter complex challenges when attempting to cultivate students' social skills within the learning environment. One of the primary challenges is the difficulty of integrating social skills instruction into the existing curriculum. Under pressure to cover various subject matter, teachers may face constraints in terms of time and resources, making it challenging to provide adequate attention to the development of these social aspects. Additionally, finding effective teaching methods poses a challenge, given that each student has different learning styles and needs. Teachers need to identify strategies that are not only relevant to the curriculum but can also teach social skills in an integrated and profound manner, allowing students to experience meaningful and applicable learning in their daily lives. In addressing these challenges, strong support, training, and adequate resources for the development of students' social skills are crucial. This support is necessary for teachers to effectively navigate the complexities of learning and assist students in building the social skills required for success in the future.

This research has a profound focus on the "Intentionally Structuring" approach, chosen based on the understanding that intentionally designed and structured teaching methods can have a significant impact on the development of students' social skills [31]. This approach may have been selected because the underlying theory or concept incorporates principles of human development psychology, social learning theory, and active teaching methods. In previous literature, there may be empirical evidence or preliminary studies highlighting the potential of this approach in improving students' social skills. Previous research might indicate that intentionally structured learning, with cooperative task settings or team-based projects, can enhance students' communication skills, cooperation, and self-confidence [31]. Therefore, this research aims to further open the door to the potential of the "Intentionally Structuring" approach by delving into how this approach can be effectively applied in the context of PESH learning. It seeks to explore in-depth how this approach can enrich students' learning experiences and enhance their social skills.

This research is pertinent to the current educational policy context as it explores the development of social skills through PESH in connection with the goals and standards of the national curriculum. Faced with recent changes in education, it is crucial to understand how PESH learning encompasses not only physical aspects but also explores the potential for the development of students' social skills. By integrating the "Intentionally Structuring" approach into PESH learning, this research can provide valuable insights into how this approach aligns with national curriculum requirements and helps students achieve social skills competencies in accordance with educational standards. Understanding the relationship between this research and current educational policies, the findings can offer constructive input to policymakers, teachers, and educational decision-makers to enhance the effectiveness of PESH learning. This ensures that students not only acquire physical knowledge but also crucial social skills to face challenges in the future.

Method

Quasi-Experimental Design is a research method used to evaluate the impact of an intervention or treatment on a group without employing randomization [32].

"The Matching-Only Pre-test-Post-test Control Group Design" is a type of quasi-experimental research design that aims to balance characteristics between the treatment group and the control group using matching techniques [32]. This technique is employed to match individuals in the treatment group with individuals in the control group who share similar characteristics. In this design, both the treatment group and the control group are administered a pre-test before receiving any intervention. Subsequently, both groups undergo a specific treatment or intervention, and their outcomes are measured again in a post-test after the intervention (Table 1).

Table 1. Research Design.

Group A	M	O1	X	O2
Group B	M	O1	C	O2

Group A and B are two groups formed by the researcher. Group A receives a specific treatment or intervention (X), while Group B serves as the control group that does not receive the same treatment or intervention. The dependent variables (outcomes) in this study are O1 and O2, measured before and after the intervention or treatment. The independent variable (predictor) is X, which represents the treatment or intervention given to Group A. Group B serves as the control group to compare the final outcomes of Group A with a group that does not receive the same treatment.

The population in this study consists of high school students in Tasikmalaya regency, totaling 127. The researcher employs purposive sampling method to select a sample of 127 individuals from the population. The sample is divided into two groups, namely Group A and Group B. Each group consists of 30 individuals chosen purposively based on specific criteria established by the researcher. Group A is selected as the group that will receive a specific treatment or intervention, while Group B is designated as the control group that does not receive the same treatment. This is done to compare the final outcomes between Group A and Group B after both have undergone the same treatment. In this study, the researcher employs purposive sampling technique due to the limited population, and to ensure that the selected sample meets the predetermined criteria, maximizing the validity of the research.

Before the intervention, all subjects or participants in the study complete a questionnaire consisting of 42 items designed to measure the scale of universal sports values. This questionnaire is considered a pre-test or initial measurement before the treatment or intervention is administered to the subjects. This is done to obtain baseline data or initial data on the scale of social skills in subjects before they receive the intervention or treatment. This data will be used as a reference to compare changes in social skills after the intervention or treatment is given. In this study, a Likert scale with five response options is used in the questionnaire, which consists of 42 items to measure the scale of universal sports values in the subjects. The Likert scale includes the following response options: strongly agree, agree, neutral, disagree, and strongly disagree.

The instrument used in the questionnaire consists of 14 subscales, namely cooperation, communication, interpersonal relations, trust, and teamwork. In this study, data processing is conducted quantitatively using descriptive and inferential statistical techniques. The collected data are then tabulated using Microsoft Excel 2013. Subsequently, descriptive statistical analysis is carried out with the assistance of IBM SPSS version 25 statistical software. Before conducting hypothesis testing, statistical prerequisite tests are performed to ensure that the data meet the assumptions of normality and homogeneity using SPSS version 23.

Hypothesis testing in this research is carried out using the t-test, specifically the Independent Sample t-test. The results of this hypothesis test are used to determine whether there is a significant difference between Group A (treatment) and Group B (control) in the scale of universal sports values. By conducting this data analysis, it is expected to yield valid and reliable results in proving the research hypotheses. The findings of this study are anticipated to contribute to the development of physical education and sports learning programs oriented towards the social skills of adolescents.

Results

This research aims to examine whether there is a significant difference in the average progress of social skills between the group adopting the Intentionally Structuring social skills approach and the control group, which does not use this approach. In other words, the study will compare the average progress of social skills between the two groups to determine whether the Intentionally Structuring approach has a significant impact on the development of students' social skills.

Statistically, this hypothesis is formulated to test whether there is a significant difference between the average scores of the two groups. In this context, the research will employ statistical analysis techniques such as the t-test or mean difference test to identify whether there is a significant difference in the progress of social skills between the group implementing the Intentionally Structuring social skills approach and the control group that does not use this approach. The t-test is used to assess whether the average difference between the two groups is statistically significant, aiding researchers in determining whether the Intentionally Structuring approach has a significant impact on the development of students' social skills compared to the control group (Table 2).

In the results of the statistical analysis, there are two observed groups: the group implementing the Intentionally Structuring social skills approach and the control group that does not adopt this approach. Based on the data, the Intentionally Structuring group has an average progress in social skills of 22.93, with a standard deviation of 13.323 and a standard error of the mean of 2.433. On the other hand, the control group (non-Intentionally Structuring) has an average progress in social skills of 8.30, with a standard deviation of 15.306 and a standard error of the mean of 2.795. These results indicate that the group implementing the Intentionally Structuring approach has a higher average progress in social skills compared to the control group. Additionally, the lower standard deviation in the Intentionally Structuring group suggests more concentrated data, while the higher standard deviation in the control group indicates greater variation in the progress of students' social skills within that group (Table 3).

The results of the Independent Samples Test show two statistically significant tests in comparing the progress of social skills between the group implementing the Intentionally Structuring approach and the control group (non-Intentionally Structuring). First, through Levene's Test for Equality of Variances, we evaluate whether the variances between the two groups are equal. The result shows an F value of 0.039 with a significance of 0.844, indicating that the variances in the progress of social skills between the Intentionally Structuring group and the control group are considered equal.

Subsequently, a t-test for Equality of Means is conducted assuming equal variances and without assuming equal variances. In both cases, the result shows a t value of 3.950 with degrees of freedom (df) of 58 when variances are assumed to be equal and df of 56.918 when variances are not assumed to be equal. With a significance value of 0.000 in both cases, there is a significant difference in the progress of social skills between the two groups. The mean difference in the progress of social skills between the Intentionally Structuring group and the control group is 14.633, with a 95% confidence interval between 7.214 and 22.053. These results indicate that the Intentionally Structuring approach has a significantly positive effect in improving the progress of students' social skills compared to the control group.

Discussion

The research findings from the data indicate that the use of the Intentionally Structuring approach in Physical Education, Sports, and Health (PESH) learning has a positive impact on students' social skills. Students in the Intentionally Structuring group show significant progress in aspects of cooperation, communication, interpersonal relations, trust, and teamwork. In the context of cooperation, students engaged in Intentionally Structuring learning tend to have the ability to collaborate effectively with their classmates. They develop better communication skills, can express ideas clearly, and listen attentively, enabling the formation of positive interactions. Additionally, interpersonal relations have also improved, with students demonstrating more empathy and understanding towards the feelings of their peers.

Table 2. Group Statistics.

Group Statistics					
	Group	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Social	Intentionally Structuring	30	22.93	13.323	2.433
	non-Intentionally Structuring	30	8.3	15.306	2.795

Table 3. Independent Samples Test.

Independent Samples Test										
	Levene's Test for Equality of Variances		**t-test for Equality of Mean**							
		F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**95% Confidence Interval of the Difference**	
									Lower	**Upper**
Social	Equal variances assumed	0.039	0.844	3.95	58	0	14.633	3.705	7.217	22.05
	Equal variances not assumed			3.95	56.918	0	14.633	3.705	7.214	22.053

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The Intentionally Structuring approach also contributes to an increase in students' self-confidence in various situations. They feel more confident in interacting with others, taking initiative, and expressing their opinions. Furthermore, in the context of teamwork, students engaged in these learning approach exhibit better abilities to collaborate and appreciate the roles of each team member. They learn to support each other, recognize the strengths and weaknesses of their peers, and work together towards common goals.

Therefore, these findings affirm that the Intentionally Structuring approach in PESH learning provides a strong foundation for the development of students' social skills. Facing the demands of an increasingly complex society, cooperative skills, communication, interpersonal relations, trust, and teamwork are valuable assets that can help students become more effective and responsive individuals in various social contexts. Hence, this approach makes a significant contribution in preparing students for success in the future.

Conclusion

Based on the research results indicating a significant difference in the progress of social skills between the group implementing the Intentionally Structuring approach and the control group, it can be concluded that the Intentionally Structuring approach has a positive impact on the development of students' social skills in the context of Physical Education, Sports, and Health (PESH) learning. Students engaged in this learning approach show substantial improvements in aspects of cooperation, communication, interpersonal relations, self-confidence, and teamwork. This approach opens opportunities to deepen students' social skills through more effective interactions, mutual understanding, and structured teamwork. Thus, the findings of this research make a significant contribution in the educational context, strengthening the evidence that intentionally designed and structured learning strategies can expedite the development of students' social skills. The implication is the importance of considering the implementation of the Intentionally Structuring approach in PESH teaching, as well as the need for the integration of similar learning methods in other subjects to support the holistic development of students in facing social challenges in the future.

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