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Developing a value-based pencak silat training model for life skills formation: A sport for development and peace perspective

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ABSTRACT

Background: Pencak silat, traditionally rooted in moral and spiritual education, has shifted toward a performance-driven orientation emphasizing medals and financial rewards. This transformation has contributed to concerns over youth moral decline, including reduced empathy and growing individualism. However, despite increasing attention to the role of sport in fostering life skills, little research has developed structured, value-based training models in pencak silat that intentionally incorporate Sport for Development and Peace (SDP) principles. **Research Objectives:** This study aimed to develop a Tapak Suci pencak silat training model from a Sport for Development and Peace (SDP) perspective, grounded in value-based education to foster athletes' life skills. **Methods:** Employing the ADDIE (Analysis, Design, Development, Implementation, Evaluation) model, 56 adolescent athletes were recruited and randomly assigned to experimental (n = 28) and control (n = 28) groups. Data were collected through observation, interviews, and questionnaires, while model validity was assessed by five experts and five practitioners. **Findings/Results:** The developed training model demonstrated strong validity (CVR = 0.99), practicality across small-scale (76%), medium-scale (80%), and field trials (81%), and significant effectiveness. Independent t-test analysis revealed higher life skills scores in the experimental group (M = 146.36) compared to the control group (M = 125.79, $p < 0.05$). **Conclusion:** The findings highlight that a value-based pencak silat training model effectively enhances athletes' life skills, particularly in emotional regulation, problem-solving, leadership, and respect. Further research is recommended to extend the application of value-based approaches to other martial arts and diverse training contexts.

Keywords: Pencak silat; value-based education; sport for development and peace; life skills

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INTRODUCTION

The global issue of development through sport has become the attention of UN institutions, and several developed countries implemented it as part of the MDG program, which started from 2000 to 2015, followed

by the SDG program from 2015 to 2030. One of the SDG's sub-programs is Sport for Development and Peace, which implies that sport is an arena for development (Hasselgård, 2015). There has been a significant paradigm shift, and it has become the center of world attention in the concept of sports development towards development through sports, known as a Sport for Development and Peace (SDP). In 2005, the UN recognized the importance of sport as an economical and functional tool and significantly impacted development and peace (Hasselgård, 2015). Some experts view SDP as a tool for development efforts, cross-cultural exchange, a medium for resolving inter-state conflicts to create peace, strengthening value education, providing education for underprivileged communities, and working in the field of public health (Darnell & Dao, 2017; Peachey & Cohen, 2016). Other research relating to the SDP context is more exploratory in theory development (Giulianotti et al., 2022), and policy- related issues (Svensson & Mahoney, 2020; Richelieu et al., 2018). Therefore, this SDP strategic issue is an opportunity that must be utilized in the context of a typical Indonesian sport such as pencak silat, which was recognized by UNESCO as an intangible cultural heritage in December 2019 (Kemendikbud, 2020).

Pencak silat is a self-defense technique like other martial arts from China (such as Kung Fu, Shao Lin, Tai Chi Chuan, and Wu Shu), Japan (such as Judo, Karate, Hapkido, and Aikido), and the Philippines (such as Arnis and Sikaran) (Youngil, 2016; Lorge, 2016). It has become a culture of Indonesian society that needs to be preserved and developed as a means of education because it contains some values and is a national identity. Furthermore, Mulyana, (2017) states that Pencak silat is significantly correlated with character building with the development of students' self-concepts. In addition, it can develop life skills that are needed to face the demands and challenges of everyday life (Jacobs & Wright, 2018). Therefore, pencak silat has the potential to form life skills in students or athletes. Furthermore, other research adds that the development of life skills forms a key aspect of positive youth development through exercise (Subijana et al., 2020; Ronkainen et al., 2021). Recent research conducted by Bean and Forneris (2016) suggests that structured exercise programs designed to teach life skills are more suitable for encouraging positive youth development outcomes when compared to unintentional sports programs. So the training model that is programmed specifically to be able to develop the athlete's life skills should be the focus of researchers. The application of life skills learned in sports activities is transformed into life skills that have implications in life (Pierce et al., 2018; Chinkov & Holt, 2016). Several indicators of life skills are strategically applied in sports activities, such as emotional control, time management, goal setting, communication skills, cooperation, goal setting, and leadership (Kendellen et al., 2017; Cronin & Allen, 2015).

Pierce et al. (2017) revealed that the transfer of life skills is a sustainable process in which individuals interact and interpret their environment to produce positive or negative life skills transfer outcomes. Furthermore, many studies discuss the application of innovation or training and learning models that can develop life skills in individuals such as interventions to improve adolescent life skills, and heuristic models to practice life skills. However, there is still limited research discussing the use of martial arts training to develop life skills. Whereas in Indonesia in particular, the history of martial arts skills is the basic foundation for survival in the past. Some of the research results on pencak silat that we have explored include the fact that through pencak silat, it can shape the character of young people, such as love for the homeland and devotion to parents (Mufarriq, 2021), history of pencak silat tapak suci tapak suci putra muhamamdiyah as an autonomous organization of the association (Hadiana et al., 2022), analysis of the level of self-confidence of pencak silat athletes during competitions (Agus et al., 2020), Development of Interactive Multimedia Teaching Materials for Pencak Silat Based on CourseLab (Angga et al., 2021).

Therefore, the gap in several pencak silat studies is that we have not found a pencak silat training model that integrates a value-based SDP program to form athletes' life skills. With the development of a pencak silat training model, especially at the Tapak Suci college which is framed in the perspective of SDP based on values education; a. organizational knowledge (history of pencak silat and martial arts), b. knowledge about Islam (belief in God, good behavior, and worship), c. basic pencak silat techniques (twelve styles, physical fitness, and mental), and d. evaluation. Each training level consists of 24 sessions/face-to-face with a duration of 2 hours for each exercise. The material for the sport for development and peace training model applies previously existing materials that were developed in the form of value education (religious values, honesty,

discipline, hard work, independence, self-confidence, and respect) it is hoped that it can become the foundation for the formation of life skills. Thus, this study aims to develop a structured pencak silat training model based on value-based education to improve athletes' life skills.

METHOD

Type of Research

The method used in this study was the research and development Branch (2019) and Dewanti et al. (2020) by endorsing the ADDIE stages (Analysis, Design, Development, Implementation, and Evaluation). The researchers found information related to the issues and needs in a pencak silat community, especially Tapak Suci. To gain valid information in the first stage which is analysis, the study used several techniques such as interview and observation. The interviews were done with some informants which were audiotaped, while observation was also recorded in case something was missing. In the next stage of designing, the study designs a pencak silat model-based life skills. In the development stage, the model proposed was validated by several experts. After it was validated, the model proposed was tested in a small-scale test to figure out whether it was practical or not to be implemented. The last stage is an evaluation to see whether the model is effective or not.

Participants

Tapak Suci Community in Kuningan Regency consists of 29 branches with a total members is around 1.015. In the current study, the participants were only those who were teenagers 13-17 years old. It was based on the recommendation from the board of Tapak Suci since their activity is still observable. The level of training consists of five levels, namely basic, level 1, level 2, level 3, and level 4. The research sample amounted to 56 fostered athletes taken from the Pencak Silat branch of the Tapak Suci on permission and consideration from the Kuningan Regency Board of Trustees. By using a numerical randomization technique, the research sample was divided into two groups, namely the experimental group and the control group, each of which consisted of 28 people.

Instrument

The instruments that were used in this study consisted of an interview sheet, observation sheet, validation sheet, and also a questionnaire to test the model's effectiveness. Meanwhile, the tools that were needed were body protectors, judges, mates, and other things related to Tapak Suci. We used data collection tools at the analysis stage using interviews and observations. Semi-structured interviews with Tapak Suci Pencak Silat administrators as key informants, coaches as main informants, and athletes as additional informants. What was asked in the interview was the need to perfect the training program, what problems occurred during the training process, and the impact of the training. The observations carried out were observing the curriculum which is the guideline at Tapak Suci Pencak Silat College, the training program, and the athlete's character. In designing the design, we developed a previously existing training model, developed by adding a character or values education program according to the characteristics of pencak silat as part of the sport for development and peace. To test the feasibility of a developed model, it was validated by 10 people (five experts and five practitioners). Of the five experts, there are three pencak silat material experts (pencak silat lecturers) and two sports psychology experts, while the five practitioners consist of three licensed pencak silat trainers and two pencak silat warriors. Our expert and practitioner recruitment sends a letter requesting willingness to become a validator.

Instruments for measuring content validity by experts from developing research models use Lawshe's CVR method. The provisions in this instrument are that each assessor (subject matter experts) consisting of experts answers questions for each item with three answer choices, namely: (1) important, (2) useful but not important, (3) not needed. If more than half of the experts indicate that an item is important/essential, then the item has at least content validity. The formula proposed by Lawshe is as follows:

CVR = (2ne/N) – 1
CVR = content validity ratio
Ne = the number of experts who answer is important
N = total number of experts

This formula produces values that range from +1 to -1. A positive value indicates that at least half of the experts rated the item as important. The greater the CVR than 0, the more important it is and the higher the content validity. Then, to measure the practicality of the training model developed, three trials were carried out on participants, namely, a small-scale trial with 5 samples, a medium-scale trial with 14 people, and a field trial with 28 people.

The practicality of the developed training model was evaluated through a structured scoring system. Each item on the validation sheet was rated using a five-point scale ranging from *Very Good* (5) to *Not Good* (1). The overall percentage score was then calculated and interpreted according to established criteria, as summarized in Table 1.

Table 1. Data Interpretation Practicality of Training Models

No	Interval	Criteria
1	90% - 100%	Very Practical
2	70% - 89%	Practical
3	50% 69%	Enough Practical
4	30% - 59%	Impractical
5	20% - 29%	Very Impractical

Then, the life skills questionnaire (used to test the effectiveness of the model) was adopted from Kendellen et al. (2017) and Cronin and Allen (2017) which was developed according to the characteristics of pencak silat consisting of two indicators; a) intrapersonal life skills (emotional skills and problem-solving), b) interpersonal life skills (leadership and respect). The validity of life skills in Indonesia does need to be tested based on the needs of the sports branch. This was also conveyed by Kendellen et al. (2017) that practitioners who operate in various sports branches can use four principles of intentionally structuring life skills according to their sports branch program. To test the reliability of the questionnaire, the Cronbach's Alpha formula was used using the SPSS version 26 application. A variable is said to be reliable if it provides a Cronbach Alpha value > 0.7 (Gozali, 2021).

Research Procedures

This study uses a Research and Development (R&D) approach with the ADDIE (Analysis, Design, Development, Implementation, and Evaluation) development model to develop a value-based pencak silat training model from a Sport for Development and Peace (SDP) perspective aimed at developing athletes' life skills. The analysis phase was conducted through interviews with Tapak Suci coaches and field observations by the research team to identify needs and formulate the basis for model development. Next, in the design phase, a training model was designed that integrates educational values such as religious values, honesty, discipline, hard work, independence, self-confidence, and respect. The development phase involved a feasibility test of the model by five subject matter experts and five practitioners to obtain input for model refinement. The implementation phase was carried out through limited trials on a small scale, medium scale, and field tests to assess the practicality and applicability of the model in a real training context. Finally, the evaluation phase was conducted to test the effectiveness of the model through a quasi-experimental approach with a static-group comparison design, to determine the significance of the differences in life skills between the experimental group using the value-based training model and the control group using the conventional model.

Data Analysis

One of the important stages in development research is conducting effectiveness testing. This stage aims to evaluate the extent to which the developed model influences the achievement of previously formulated objectives. In the experimental stage, to test the model's effectiveness, the research design used is a static-group comparison design (Fraenkel et al., 2012).The configuration of the static-group comparison design is as follows:

Table 2. Research Design

Group	Treatment	Post-test
Experiment	X1	O
Control	X2	O

X1 = Development of the SDP model
X2 = Conventional model
O = Post-test

At the stage of implementing the model effectiveness test, the researcher first carried out the analysis prerequisite test in the form of a normality test and data homogeneity to ensure that statistical assumptions were met, before proceeding to hypothesis testing using an independent sample t-test. Normality calculations using Kolmogorov-Smirnov with the provision that if the sig. (2-tailed) value > 0.05 then the data is normally distributed, conversely if the sig. (2-tailed) value < 0.05 the distribution is said to be not normally distributed. Furthermore, homogeneity testing uses the Test of Homogeneity of Variances, with the provision that the sig. (2-tailed) value > 0.05, then the test is declared homogeneous, if the sig. (2-tailed) value < 0.05, then the test is declared not homogeneous. The effectiveness test of the model uses the Independent Samples Test (t-test), with the provision that if the Sig. (2-tailed) value > 0.05 then there is no difference between the experimental group and the control group, and if the Sig. (2-tailed) < 0.05 there is a difference, where the experimental group that uses the SDP model is more effective in improving life skills.

RESULTS AND DISCUSSION

Results

Analysis

Based on the results of interviews, the management stated that model development was needed to develop values and life skills so that they have implications for life in the future. Athletes are not only skilled at mastering self-defense techniques, but they can also control their emotions when faced with difficult situations, can solve the problems they face, have a strong leadership spirit, and have a high concern for other people. Information obtained from the trainer, the Tapak Suci pencak silat training program used mostly studies martial arts techniques, arts, and athletes are included in various championship competitions. Therefore, it is necessary to develop a training model that can implement value aspects in an integrated manner with the training process, so that the athlete's abilities are complete, both in mastery of martial arts techniques and life skills. Meanwhile, the information obtained from athletes requires a training model that can improve soft skills, because they are needed when training, competing, or applied in everyday life.

The results of observations of the characteristics of athletes were seen from their discipline, the majority of athletes arrived on time according to the predetermined schedule, wearing Tapak Suci pencak silat uniforms, but awareness of the importance of discipline had not been programmed (spontaneity). The respectful attitude shown by athletes before and after completing training is like greeting (shaking hands) with their elders/coaches/peers. The integrated values education in this training seems to have limitations because it has not been programmed deliberately by the intentional structuring theory (Kendellen et al., 2017).

Design

The design stage was carried out by designing an existing model of pencak silat training which was developed into a value education model for sport for development and peace-based values education. The

material presented in the previous exercise model consists of; a. organizational knowledge (history of pencak silat and martial arts), b. knowledge about Islam (belief in God, good behavior, and worship), c. basic pencak silat techniques (twelve styles, physical fitness, and mental), and d. evaluation. Each training level consists of 24 sessions/face-to-face with a duration of 2 hours for each exercise. The material for the sport for development and peace training model applies previously existing materials that were developed in the form of value education (religious values, honesty, discipline, hard work, independence, self-confidence, and respect). To better understand the pencak silat training model from the perspective of sport for development and peace based on value education to form athletes' life skills, we present it in the form of a model development design as Table 3.

Table 3. Design of SDP Pencak Silat Training Model Based on Values Education

Conventional Training Model of Pencak Silat Tapak Suci	Development of SDP Pencak Silat Tapak Suci Training Model Based on Values Education
Organizational Material 1. Tradition of Pencak Silat Tapak Suci 2. History of Pencak Silat Tapak Suci 3. Self-defense aspects	Organizational Material 1. Tradition of Pencak Silat Tapak Suci 2. History of Pencak Silat Tapak Suci 3. Self-defense aspects
Al Islam 1. Aqidah 2. Akhlaq 3. Worship	Al Islam 1. Aqidah 2. Akhlaq 3. Worship
Physical Education/Basic Techniques and Moves 1. 12 basic moves 2. Physical training 3. Mental training	Physical Education/Basic Techniques and Moves 1. 12 basic moves 2. Physical training 3. Mental training
Evaluation (level increase)	Value Education 1. Religious 2. Honesty 3. Discipline 4. Hard Work 5. Independence 6. Self-Confidence 7. Respect Evaluation (level increase)

Table 3 shows how the trainer uses the developed training model by integrating value education into a designed training program divided into 24 meetings according to the curriculum at the Tapak Suci Pencak Silat Padepokan. This means that the previous standard training model is added by implementing one value education indicator for each face-to-face meeting. The way athletes use the SDP model based on value education is by carrying out all series of training programs instructed by the trainer, especially in the integration of value education applied for each meeting, one indicator being religious values that require athletes to perform congregational Asr prayers before doing training. To achieve the objectives of the research program, athletes carry out training activities in as many as 24 meetings according to the curriculum at the Tapak Suci Pencak Silat Padepokan by integrating value education that is relevant to the characteristics of pencak silat.

Development

The model development stage of the prototype that has been produced can be carried out through a feasibility test from material experts and practitioners. The model validated by experts is a design that has been designed and explained in the previous design stage in full. The development of the SDP pencak silat training model based on value education is a refinement of the previous training model so that the design that has been made is expected to be able to shape the life skills of athletes. Experts, both material experts and practitioners, provide an assessment of the feasibility of the model developed from the aspects of content

eligibility, presentation eligibility, and linguistic eligibility. The results of our expert validation are presented in the following Table 4.

Table 4. Material Expert and Practitioner Validation Results

Indicator	Material Expert Average	Practitioner score	Criteria
Content eligibility	0.99	0.99	Valid
Presentation eligibility	0.99	1.00	Valid
Linguistic eligibility	1.00	0.99	Valid
Average score	0.99	0.99	Valid

The validation test results from five material experts can be represented in Table 1 in the form of the average value of each indicator, then from all indicators, the average is 0.99 where the average is greater than 0, and up to 1, the higher the content validity. Next, the validation test results from five expert practitioners (pencak silat trainers) can be represented, it can be seen that the average is 0.99 where the average is greater than 0 and up to 1, the higher the content validity. From the results of the conversion of the average score, it is concluded that the development model of pencak silat training according to the validation test of material experts and practitioners is valid to be used.

Implementation

Implementation and evaluation is what connects designers and users directly. The implementation phase contains elements of formative evaluation in the form of small-scale evaluation, medium-scale evaluation, and field trials to test the practicality of the developed model. At this stage, the results of small-scale trials (5 samples), medium-scale (14 athletes), and field trials (28 athletes) are presented.

Table 5. Results of small-scale, medium-scale, and field trials

Indicators	Small-scale trial value	Medium-scale trial value	Field trial value	Criteria
Model development design	75%	77%	80%	Practical
Quality of purpose and content	77%	80%	80%	Practical
Instructional quality	75%	82%	82%	Practical
Average score	76%	80%	81%	Practical

The results of small-scale trials on 5 athletes seen in Table 2 get an average score of 76%. The input from the experts is to add visualizations (images) to every move. Furthermore, it was tested on a medium scale on 14 athletes and obtained an increase in the overall average score of 80% and with the results of a review from the expert so that there was verbal emphasis or body language from the discussion of each exercise on intentional structuring. After the product was revised, then field trials were carried out on 28 athletes with an average score of 81%. From the results of the conversion of the average score, it is concluded that the pencak silat training model has a practical category to use.

Evaluation

After the pencaksilat training model is declared valid and practical to use, the next stage is the evaluation stage to test the effectiveness of the model on the formation of the athlete's life skills. At this stage, the researcher compared the results of the life skills questionnaire in the experimental group and the control group as shown in Table 6.

Table 6. Analysis of the Description of the Final Test Results of the Experimental Group and Control Group

	Experimental Group	Control Group
N	28	28
Total	4098	3522
Average	146.36	125.79
Minimal Score	141	121
Maximal Score	153	132

Table 6 shows that the experimental group test results obtained the following data: the mean (average) of 146.36; maximum (maximum score) of 153; minimum (minimum score) of 141; variance (variance) of 7.94; std. deviation (standard deviation) of 2.82. The test results from the control group obtained the following results: the mean (average) of 125.79; maximum (maximum score) of 132; and minimum (minimum score) of 121; Based on these data, it can be concluded that there is a difference in the average value between the experimental group and the control group, where the average value of the model development group is greater so that the development of the pencak silat training model has a more significant impact on life skills. These results show that there are differences in interpersonal life skills including controlling emotions and problem-solving, and in intrapersonal life skills leadership, and respect in the model development group and the control group.

The results of the validity test of the life skills instrument show the results of the recapitulation of the correlation analysis between each item (P1-P35) with the total score (TotalP), which has been modified so that all items show statistical significance (Sig. < 0.05). It can be concluded that all statements in the instrument have a significant relationship to the overall construct being measured. Furthermore, the results of the reliability analysis obtained a Cronbach's Alpha value of 0.760, which indicates that the level of internal consistency between instrument items is included in the reliable and acceptable category.

Table 7. Reliability Test Results

Reliability Statistics	
Cronbach's Alpha	**N of Items**
.760	35

Therefore, this instrument is appropriate for developing a pencak silat training model that aims to enhance life skills within the framework of sport for development and peace. In this research, a normality test was applied to the posttest data from the experimental and control groups, as presented in the following Table 8.

Table 8. Normality Test Results

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	**df**	**Sig.**	**Statistic**	**df**	**Sig.**
Control Scoce	.154	28	.088	.939	28	.104
Experimental Score	.158	28	.073	.967	28	.499
a. Lilliefors Significance Correction						

Based on the results of the normality test presented using two methods, namely the Kolmogorov-Smirnov and Shapiro-Wilk, it can be concluded that the data from the control and experimental groups are normally distributed. For the control group, the Shapiro-Wilk significance value was 0.104 and the Kolmogorov-Smirnov significance value was 0.088, both greater than the 0.05 significance limit. Similarly, for the experimental group, the Shapiro-Wilk significance value was 0.499 and the Kolmogorov-Smirnov significance value was 0.073, which is also greater than 0.05. The homogeneity test was conducted to determine whether the data variances between the compared groups (the experimental and control groups) were similar. The results of the homogeneity test are presented in the following Table 9.

Table 9. Homogeneity Test Results

		Levene Statistic	**df1**	**df2**	**Sig.**
Combined	Based on Mean	.740	1	54	.394
	Based on Median	.825	1	54	.368
	Based on Median and with adjusted df	.825	1	53.788	.368
	Based on trimmed mean	.810	1	54	.372

Based on the results of the homogeneity of variance test (Levene's Test), a significance value of 0.394 was obtained based on the mean, 0.368 based on the median, 0.368 based on the median with adjusted df, and 0.372 based on the trimmed mean. All significance values are above the 0.05 significance limit, indicating that

there is no significant difference in variance between the control and experimental groups. Thus, it can be concluded that the data meets the assumption of homogeneity of variance. This provides a strong basis for researchers to proceed to the parametric statistical analysis stage, such as the independent t-test, because the prerequisite for equality of variance between groups has been statistically met. Furthermore, the results of the model effectiveness test (independent sample test) between the experimental and control groups are presented in the following Table 10.

Table 10. Model Effectiveness Test Results (Independent Sample Test)

			Combined	
			Equal variances assumed	**Equal variances not assumed**
Levene's Test for Equality of Variances	F		.740	
	Sig.		.394	
t-test for Equality of Means	t		-25.894	-25.894
	df		54	53.453
	Sig. (2-tailed)		.000	.000
	Mean Difference		-20.571	-20.571
	Std. Error Difference		.794	.794
	95% Confidence Interval of the Difference	Lower	-22.164	-22.165
		Upper	-18.979	-18.978

Based on the results of the Independent Samples t-test, a significance value (Sig. 2-tailed) of 0.000 was obtained, both under the assumption of equal and unequal variances. This value is significantly lower than the significance limit of 0.05, thus concluding that there is a statistically significant difference between the scores of the control and experimental groups. The t-value of -25.894 indicates that the difference between the two groups is very strong. The mean difference between the experimental and control groups is -20.571, meaning that the experimental group has a significantly higher mean score than the control group. The 95% confidence interval for the mean difference ranges from -22.165 to -18.978, which does not cross zero, confirming the conclusion of a significant difference. Thus, it can be concluded that the treatment or intervention given to the experimental group significantly improved scores, and the null hypothesis (H_0) stating no difference is rejected.

Discussion

Findings in the field as reinforcement, there is a significant impact, namely the implementation of an intentional structuring program in the development of the Tapak Suci pencak silat training model such as delivery at the beginning of the exercise to focus on the material presented in each training session, followed by practice or implementation of each material, ending with discussion and discussion. Elaboration of the exercises that have been done to evaluate the results of the exercises. The development of the SDP training model based on values education in a structured manner designed to build life skills will certainly have a more significant impact because it is deliberately programmed. The same thing is reinforced by the results of research conducted by Bean and Forneris, (2016) which suggests that structured sports programs designed to teach life skills may be more suitable for encouraging positive youth development outcomes when compared to sports programs that are not intentionally created. This development model has a major impact on efforts to integrate values education as part of a global strategic issue regarding the SDGs. The integration of value education must be intentionally applied in the program or training model to become a character.

Development through sports is currently an exotic topic of discussion worldwide, which presents several programs implementing sports activities as a tool to help communities move towards a better direction, such as health, education, conflict resolution, and peace (Oxford & Spaaij, 2017). According to Hayhurst (2017) Sport for development and peace is social development through sports activities organized by various institutions. The widespread dissemination of the SDP program in multiple countries, both in developing and developed countries, over the last ten to fifteen years is due to the formal acquisition by the UN as a decision at the beginning of the 21st century. Experts assume that the UN has a mission in the form of global social

investment by utilizing Sport as an instrument of development and world peace (Hayhurst, 2017). Various positive impacts are produced in solving complex social problems, so policymakers and practitioners claim Sport to be a powerful weapon in social development (Giulianotti et al., 2022).

Based on data processing and analysis on the effectiveness test of the model, it is stated that the use of the development of the Tapak suci training model in the perspective of sport for development and peace based on values education has a significant impact on life skills. Findings in the field as reinforcement, there is a significant impact, namely the implementation of an intentionally structured program in the development of the pencak silat tapak suci training model such as delivery at the beginning of the exercise to focus on the material presented in each training session, followed by practice or implementation of each material, ending with discussion and discussion. Elaboration of the exercises that have been done to evaluate the results of the exercises. The development of the SDP training model based on values education in a structured manner designed to build life skills will certainly have a more significant impact because it is deliberately programmed. The same thing is reinforced by the results of research conducted by Bean and Forneris, (2016) which suggests that structured sports programs designed to teach life skills may be more suitable for encouraging positive youth development outcomes when compared to sports programs that are not intentionally created. This development model has a major impact on efforts to integrate values education as part of a global strategic issue regarding the SDGs. The integration of value education must be intentionally applied in a program or training model to become a character that becomes a positive youth (positive youth development) for his future life (Bean & Forneris, 2016).

Research findings from the engineering program intentionally structuring values education as a sub-section of SDP has positively impacted the life skills of Tapak Suci pencak silat athletes. This can be seen in the habit of athletes when undergoing the training process and when competing to control their emotions stably. Athletes are not easily provoked, even in stressful situations, and can handle themselves when winning. This is in line with what was conveyed by Cronin et al. (2018), which revealed that athletes understand the integration of life skills such as emotional control, cooperation, communication, problem-solving, leadership, and management. Timing, social, and decision-making skills were developed during sports practice.

The characteristic of pencak silat martial arts is facing each other to fight, so athletes must have an attack or defense strategy. When competing, athletes are seen to be able to read the situation when they have to throw punches and kicks and when they have to hold on for a moment to gauge their opponent's abilities. These problem-solving skills seem to be embedded in every athlete as an implication of a structured values education training program. The findings of the research we conducted align with what was stated: sports programs deliberately created by integrating values/life skills education have the potential and benefits for individuals and communities to live their lives (Ronkainen et al., 2021).

Another visible ability is that the athlete dares to ask the coach during training and in other sessions about the training material that has been studied, asking for corrections to the training results in terms of physical, technical, tactical, and mental aspects. Apart from that, athletes dare to appear when expressing opinions about thoughts, ideas, and experiences to improve the quality of training. Taking turns, athletes can give examples or demonstrate the moves they are learning in front of other athletes. These leadership abilities were deliberately created to hone athletes' life skills because they will need them in real life.

The engineering of value education programs is felt when athletes show respect for other people. Polite behavior shown by athletes is conversing with coaches and friends, respecting the jury's decision in giving assessments when competing, providing motivation to friends when they are losing a competition, and showing appreciation to friends when they achieve achievements. Athletes' life skills will be formed if the intentionally structured program is implemented well and measurably (Kendellen et al., 2017; Pierce et al., 2018).

The research we conducted still had many limitations, especially in the interview sessions with informants. Sometimes the answers given by informants do not match the questions asked by researchers. Furthermore, the research process does not completely run smoothly, sometimes the schedule that has been prepared is changed according to the situation and conditions, such as athletes taking part in inter-regional pencak silat competitions or other competitions.

This study has several limitations that require attention. The values-based pencak silat training model developed and tested in this study is still limited to a specific sample context, namely adolescents and in a relatively controlled training environment. Furthermore, the measurement of life skills focused on specific indicators and did not encompass broader aspects such as social resilience or long-term leadership. Therefore, further research is recommended to test the effectiveness of this model in various settings, including at different age levels, in formal and informal educational contexts, and involving more geographically and culturally diverse populations. Furthermore, the development of a more comprehensive, longitudinal life skills measurement instrument is also needed to assess the sustainable impact of this model's implementation.

CONCLUSION

The need to develop a pencak silat training model based on values education is a necessity. Experts and practitioners assessed the suitability of the developed training model for use. The material in the previous training model was refined by developing aspects of religious values, honesty, discipline, hard work, independence, self-confidence, and respect to develop athletes' life skills in emotional control and problem-solving. Furthermore, the leadership and respect demonstrated by athletes towards others began to emerge. The deliberately structured training program had a significant impact on the development of athletes' life skills. Researchers recommend further research at other pencak silat schools to assess broader impacts.

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CONFLICT OF INTEREST

The research we conducted has no conflict of interest with any party.

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