



## The Effect of Football Training With Life Skill Content on The Elements of The Pancasila Student Profile

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### ABSTRACT

This study aims to determine the effect of football training with life skills content on improving the Pancasila Student Profile elements in students of SMP Negeri 7 Jambi City. The Pancasila Student Profile elements that are the focus of the study include independence, critical thinking, and creativity. This study used a quantitative method with a One Group Pretest-Posttest design. The research sample consisted of 20 students taken through a total sampling technique. The data collection instrument used a validated Likert scale questionnaire. The results showed an increase in the average score on all three elements after being given treatment. For the independence element, the average pretest score was 28.95, increasing to 37.85 in the posttest. For the critical thinking element, the average pretest score was 27.05, increasing to 34.90 in the posttest. Meanwhile, for the creativity element, the average pretest score was 25.80, increasing to 29.35 in the posttest. The results of the paired sample t-test showed a significance value of  $p < 0.05$  for each variable, indicating a significant effect of life skills-based football training on improving students' independence, critical thinking, and creativity. Therefore, it can be concluded that football training integrated with life skills development is effective in supporting the strengthening of the Pancasila Student Profile elements in students.

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- Conception and design of the study;
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## INTRODUCTION

Education today is no longer understood simply as the transfer of knowledge, but rather as a comprehensive effort to shape whole individuals, encompassing knowledge, skills, and character. This aligns with the 21st-century educational paradigm, which emphasizes the integration of cognitive abilities, social-emotional skills, and moral values in real life (Penelitian & Zubaidah, 2019; Sumiyati et al., 2025). The Indonesian government responded to this challenge by developing the Independent Curriculum, which focuses on achieving the Pancasila Student Profile as a foundational character framework for students. The Pancasila Student Profile encompasses six dimensions:



faith and noble character, independence, creativity, critical thinking, mutual cooperation, and global diversity (Fauzi, Rifqyansya, Ilham et al., 2023; Utami et al., 2023). These six elements are expected to become the foundation of Indonesian students' identity in facing social dynamics and the demands of global competition.

Character building cannot be implemented solely on academic learning in the classroom, as the formation of attitudes and behaviors requires direct experience, real-life social situations, and a continuous process of reflection (Wantu et al., 2025). Therefore, extracurricular activities serve as a strategic space for learning environments that are applicable, contextual, and collaborative. One extracurricular activity with strong potential for character internalization is football. Football is not only a physical activity to improve fitness, but also a game that demands teamwork, discipline, communication, responsibility, and the ability to make decisions under pressure (Hadi, 2016). Rizki et al., (2024) states that a competitive sports environment can be a medium for character learning if implemented in a structured manner with clear learning objectives.

From a sports education perspective, the concept of Life Skills is a crucial foundation that encourages sports to function not only for physical development but also as a means of developing life skills (Juhrodin, 2024). Megantara et al., (2024) explains that life skills in sports encompass personal skills (emotional management, self-regulation, motivation), social skills (cooperation, empathy, communication), and thinking skills (problem-solving, creativity, decision-making). As a complex game, football provides players with natural opportunities to face unexpected situations, plan strategies, and adapt tactically, thus supporting the development of critical reasoning and creativity. Furthermore, ongoing training also encourages independence and self-discipline.

Pancasila, as the foundation of the state, serves not only as a political ideology but also as a philosophical foundation for national (Giri et al., 2021; Sutono, 2015). Law Number 20 of 2003 concerning the National Education System affirms that national education aims to develop the potential of students to become individuals who are faithful, pious, have noble character, are healthy, knowledgeable, competent, creative, independent, and become democratic and responsible citizens (Noor, 2018). These objectives are derived directly from the values of Pancasila, so education is essentially tasked with shaping students to have personalities and character in keeping with the nation's identity.

However, the immense potential of sport in strengthening character has not been fully utilized in educational practices in schools. Based on initial observations at SMP Negeri 7 in Jambi City, football training still focuses on improving basic technical skills such as ball control, passing, and shooting. Coaches have not explicitly integrated Life Skills values or the Pancasila Student Profile dimensions into the training structure or learning feedback. As a result, the benefits of football as a medium for character development are not optimal, and students are not fully aware of the connection between training and developing self-esteem.

In this context, sports, particularly football, can be a strategic medium for character development that reflects the values of Pancasila. Football requires players to work together

through teamwork, think critically when making decisions in rapidly changing game situations, be creative in developing strategies, and be independent in motivating and managing themselves during training and matches (Hasibuan & Syafrayani, 2024). Furthermore, interactions between players from diverse backgrounds reflect a global attitude of respect for diversity while upholding sportsmanship. Discipline, honesty, and respect for opponents also reflect dimensions of faith and noble character.

Through the integration of the Life Skills concept into football training, these values can be instilled more systematically. Games and training activities are not only aimed at developing technical skills but also at cultivating social and emotional skills such as responsibility, communication, self-control, leadership, and problem-solving (Iqbal et al., 2019). In other words, football is not just a physical activity; it can also serve as a vehicle for internalizing Pancasila values through students' concrete behavior in their daily lives.

## **METHODS**

This study used a quantitative approach with a One Group Pretest-Posttest pre-experimental design, involving 20 extracurricular football students of SMP Negeri 7 Jambi City as research subjects through a total sampling technique. The research instrument was a Likert scale questionnaire that measured three elements of the Pancasila Student Profile, namely independence, critical thinking, and creativity, given before and after treatment to determine the changes that occurred. The treatment provided was a football training program containing life skills integrated into the training process, such as cooperation, problem solving, and decision making in the game. Data were analyzed using descriptive statistics to see the development of average scores, as well as Paired Sample t-Test tests via SPSS to determine the significance of the difference between the pretest and posttest results.

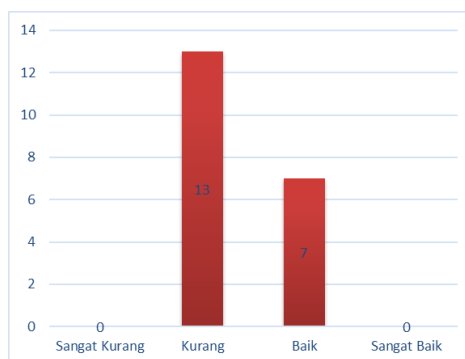
## **RESULTS AND DISCUSSION**

### **Result**

In this study, the researcher used a questionnaire distributed to a sample with a pre-test-post-test design in one group of 20 people to measure the creativity element of the Pancasila Student Profile. This section presents the results of data analysis obtained from the pre-test and post-test processes on three elements of the Pancasila Student Profile, namely independence, critical thinking, and creativity. Data processing was carried out to observe changes before and after being given treatment in the form of football training with life skills content. The presentation of the results is carried out in stages, starting from data description, frequency distribution, to paired sample t-test statistical tests as a basis for drawing conclusions regarding the effectiveness of the treatment. Thus, the results presented in this section provide an objective picture of the effect of the training program on students' life skills abilities.

## Independence Indicator Results

The results of the Life Skill measurement on the independence indicator, students before being given treatment in the form of football training with Pancasila Student Profile content, in the independent element. The results show that the majority of respondents, namely 13 people (65%), are in the Less category (20–28). Meanwhile, 7 respondents (35%) are in the Good category (29–37). Interestingly, none of the respondents are included in the Very Less (11–19) or Very Good (38–44) categories with a percentage of 0%.

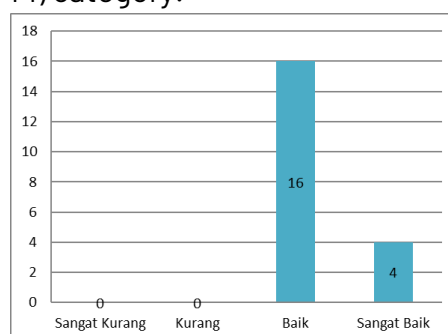


**Figure 1.**

Bar Chart of Pre-Test Independence Indicator

These results indicate that before the treatment, which included football training with the Pancasila Student Profile content, particularly in the independence element, most students still had insufficient independence skills. Therefore, intervention is needed to improve students' independence skills so that more students can achieve good or even excellent categories.

After the treatment, based on the frequency distribution data displayed, students' post-test scores ranged from 11 to 44, with a mean of 37.85, a standard deviation of 1.565, a minimum score of 27, and a maximum score of 32. The frequency distribution results show that no students fell into the Very Poor (11–19) or Poor (20–28) categories (0%). The majority of students, 16 (80%), fell into the Good (29–37) category, while 4 students (20%) reached the Very Good (38–44) category.



**Figure 2.**

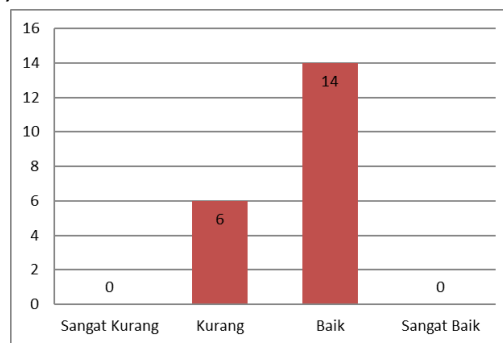
Post Test Bar Chart of Independence Indicator

These results show that after being given treatment in the form of football training with Pancasila Student Profile content, especially in the independent element, most

students have good independence skills, even a small number have reached the Very Good category, and there are no more students in the low category.

### Critical Thinking Indicator Results

The pre-test results show that the students' pre-test scores for the Critical Thinking element are in the interval range of 11–44 with an average score of 27.05, a standard deviation of 3.154, a minimum score of 21, and a maximum score of 32. From the frequency distribution results, it can be seen that none of the students are in the Very Poor (11–19) or Very Good (38–44) category with a percentage of 0%. Most of the students, namely 14 people (70%), are in the Good category (29–37), while 6 students (30%) are in the Poor category (20–28).

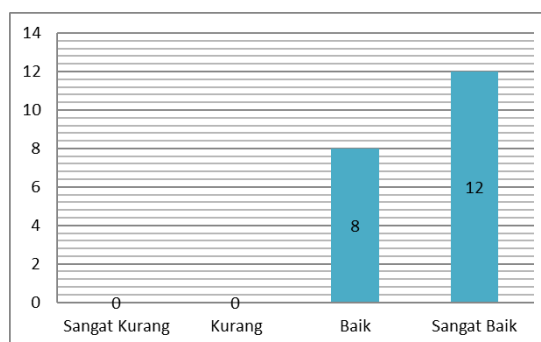


**Figure 3.**

Bar Chart of Critical Thinking Indicator Pre-Test

These results indicate that before receiving the football training program containing the Pancasila Student Profile, particularly in the Critical Thinking element, the majority of students already possessed good critical thinking skills, although some were still classified as Poor and needed improvement.

After receiving the football training program containing the Pancasila Student Profile, the frequency distribution showed that no students fell into the Very Poor (11–19) or Poor (20–28) categories, with a percentage of 0%. Eight students (40%) fell into the Good (29–37) category, while the majority, 12 students (60%), had reached the Very Good (38–44) category.



**Figure 4.**

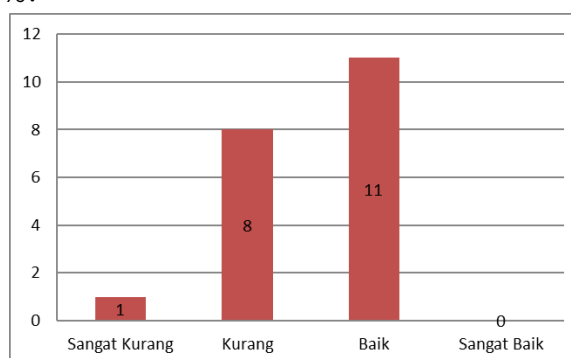
Post Test Bar Chart of Critical Thinking Indicators

These findings indicate that after being given football training with Pancasila Student Profile content, particularly in the Critical Thinking element, students' abilities

improved significantly. Most students achieved the Very Good category, indicating that the intervention had a positive impact on improving their critical thinking skills.

### Creativity Indicator Result

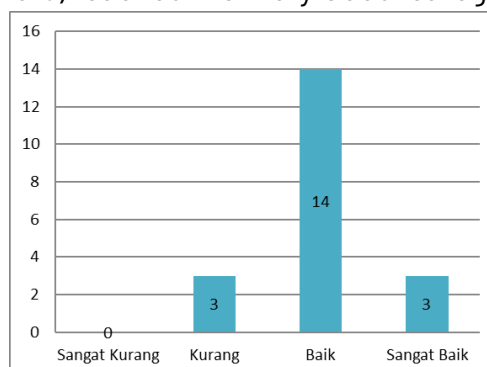
The pre-test results show that students' pre-test scores are in the interval range of 10–40 with an average score of 25.80, a standard deviation of 3.694, a minimum score of 17, and a maximum score of 32. From the frequency distribution results, it can be seen that only 1 student (5%) is in the Very Poor category (10–17), then 8 students (40%) are in the Poor category (18–25), while the majority of students, namely 11 people (55%), are in the Good category (26–33). None of the students reached the Very Good category (34–40) with a percentage of 0%.



**Figure 5.**  
Pre-Test Bar Chart of Creativity Indicator

These results indicate that most students had good life skills before receiving the treatment in the form of football training with the Pancasila Student Profile element of creativity, although some students still fell into the "poor" category.

After receiving the treatment in the form of football training with the Pancasila Student Profile content, students' post-test scores fell within the 10–40 range, with an average score of 29.35, a standard deviation of 3.265, a minimum score of 25, and a maximum score of 35. The frequency distribution shows that no students (0%) fell into the "Very Poor" category (10–17), while 3 students (15%) fell into the "Poor" category (18–25), while the majority of students, 14 (70%), fell into the "Good" category (26–33). Furthermore, 3 students (15%) reached the "Very Good" category (34–40).



**Figure 6.**  
Post Test Bar Chart of Creativity Indicator

These results indicate that after receiving football training with the Pancasila Student Profile content, particularly the creativity element, most students experienced improvements in their life skills, reaching the good or even excellent category, while no students fell into the very poor category.

This study examined three main elements of the Pancasila Student Profile: independence, critical thinking, and creativity. Both sets of ability data were subjected to a normality test before and after the test. The normality of these variables was examined using the Kolmogorov-Smirnov test. Data were considered normally distributed if the significance value was  $>0.05$ ; otherwise, they were considered non-normally distributed if the significance value was less than 0.05. The following table displays the results of the normality test:

**Table 1.**  
Normality Test Results

Variables	Sig.	Informatio
Independence Pre-Test	0,065	Normal
Independence Post-Test	0,439	Normal
Critical Thinking Pre-Test	0,471	Normal
Critical Thinking Post-Test	0,225	Normal
Creativity Pre-Test	0,773	Normal
Creativity Post-Test	0,327	Normal

To determine whether the research data is normally distributed, a normality test was performed. Both pre-test and post-test ability data were tested for normality. The Kolmogorov-Smirnov test was used to test the normality of the variables. If the significance value is  $>0.05$ , the data is considered normally distributed; if it is  $<0.05$ , the distribution is considered abnormal. The following table displays the results of the homogeneity test:

**Table 2.**  
Homogeneity Test Results

Variables	F Score	F Table	Sig	Information
Pre-test Post-test Independence	388,385	4,41	0,310	Homogeneity
Pre-test Post-test Critical Thinking	58,432	4,41	0,675	Homogeneity
Pre-test Post-test Creativity	10,371	4,41	0,958	Homogeneity

## Discussion

### Implementation of Learning Using the Pancasila Student Profile

This research was conducted over three 90-minute sessions, involving seventh and eighth grade students participating in extracurricular football activities at SMP Negeri 7, Jambi City. The main objective of this program was not only to improve basic football technical skills such as passing, dribbling, and ball control, but also to develop three key elements of the Pancasila Student Profile: independence, critical thinking, and creativity, as part of students' life skills.

In the first session, learning focused on developing students' independence and self-regulation. The session began with a warm-up and basic technique practice,

followed by a 4-on-4 mini-game that encouraged students to make independent decisions on the field. A game scenario involving a score deficit was also presented to practice emotional control and sportsmanship. Through a reflection session at the end of the session, students wrote about their experiences and feelings, ensuring that the learning process was not only physical but also involved mental and emotional aspects that support students' independence in thinking and acting.

The second session focused on developing critical reasoning skills. After the warm-up and basic tactics practice, students participated in a guided game with direct feedback from the coach. Discussing game tactics through questions and answers, as well as analyzing the strengths and weaknesses of the strategies used, helped students better understand the decision-making process on the field. This way, students not only played but also evaluated each decision to develop a more effective strategy for the next game.

The third session was designed to hone students' creativity in facing game challenges. After warming up and practicing creative techniques, students participated in a problem-based game with certain constraints that forced them to find innovative solutions. A 3-on-3 mini-tournament simulation provided students with the opportunity to develop strategies independently without coach intervention, and concluded with a session sharing experiences from each group. This activity not only enhanced students' creativity in developing strategies but also strengthened teamwork and communication skills among students.

The results showed that the Pancasila Student Profile-based learning approach had a positive impact on improving students' life skills. Through a single-class experimental design with pre- and post-tests, data showed that students' average life skills scores increased significantly after the intervention. The pre-test scores reflected students' initial abilities before the intervention, while the post-test scores indicated progress after the program was implemented. This improvement proves that the integration of elements of independence, critical reasoning, and creativity in sports learning not only improves technical skills, but also develops students' character and life skills as a whole.

### **Implementation of Pancasila Student Profile Learning for Life Skills**

Based on the results of the Paired Sample t-test on the pre-test and post-test Life Skills scores of students at SMP Negeri 7 Jambi City, the average pre-test scores for the three elements of the Pancasila Student Profile, namely independence, critical reasoning, and creativity, were obtained at pre-test means of 28.95; 27.05; and 25.80, respectively, while the average post-test scores increased to 37.85; 34.90; and 29.35. The calculated t-values for the three elements were 46.703; 11.086; and 3.032, respectively, all of which were much greater than the t-table of 0.689, with a significance value of  $p < 0.05$ . These results indicate a significant difference between the pre-test and post-test scores, which means that learning based on the Pancasila Student Profile has a positive influence on improving students' Life Skills, especially in the aspects of independence, critical thinking, and creativity. These findings imply that integrating



elements of the Pancasila Student Profile into the learning process, particularly through sports training such as football, not only improves students' technical skills but also develops life skills such as independent decision-making, critical thinking skills in evaluating situations, and creativity in developing game strategies. Therefore, teachers and coaches are advised to design learning strategies that combine the technical aspects of sports with the values of the Pancasila Student Profile, thereby forming students who are independent, critical thinkers, creative, and have strong characters in accordance with national education goals.

## CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that football training loaded with life skills has a significant effect on improving the Pancasila Student Profile elements in students of SMP Negeri 7 Jambi City. This is seen from the increase in the average pretest to posttest scores on the three elements measured, namely independence (28.95 → 37.85), critical thinking (27.05 → 34.90), and creativity (25.80 → 29.35). The results of the paired sample t-test showed a significance value of  $p < 0.05$  for all elements, so it can be stated that the changes that occurred were significant. Thus, the football training program designed based on life skills development is effective in strengthening students' character and competence, not only in the aspect of playing skills, but also in decision-making abilities, independence, and creativity in learning and game situations.

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