



## **Promoting Positive Youth Development Through Outdoor Physical Activity As An Alternative To Growing Life Skills; Narrative Literature Reviewer**

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### **ABSTRACT**

*Outdoors is one of the educational and recreational media that is expected to be able to bring out creativity and stimulate someone to be able to control their emotions about uncertainty over achieving goals in life. The method in this research is descriptive qualitative and narrative literature review. Data collection techniques using library research. Types of data using textual or conceptual. Aspects of analysis include definitions, concepts, views, thoughts and arguments. The source of data in this research is secondary data and refers to life skills or the term '5C' (Competence, Confidence, Character, Connections, Compassion/ Caring) in the development of strength-based youth as contained in the positive youth development program. (Lerner et al., 2005; Lerner et al., 2015) Research result; relation to outdoor physical activity as an alternative to fostering life skills through positive youth development programs that structured and unstructured outdoor recreational experiences can foster self-concept and enhance the development of motor skills and academic achievement as well as bring about competence and increased self-efficacy. In conclusion, outdoor experiences during adolescence can develop life skills that last a lifetime.*

**Keywords:** *Outdoor Physical Activity; Life Skills; Positive Youth Development.*

### **INTRODUCTION**

The role of youth is often associated with the progress of a nation. Even in Indonesia, the role of youth in the life of the nation and state is no longer in doubt. This has even happened since the historical struggle for Indonesian independence. The Declaration of the Youth Pledge is one proof that Indonesian youth have an important role in the nation's struggle. In developed countries, coaching and youth development is the most important part and is a special topic of discussion because the State is obliged to prepare youth to

function as productive members of society and have good mental health. As stated in international policies such as the Council of Europe, the World Health Organization (WHO) and the International Society for Physical Activity and Health (ISPAH) have recommended that 'Sport for all' be promoted both for public health and as a basic human right.

Adolescence is an important period in development that influences patterns of function, health, and well-being and is the transition period from adolescent to adult life. As such, adolescence provides a unique opportunity to prevent psychological disorders and positively influence its developmental trajectory with results that will be felt far into the future (Patton et al. 2016). Adolescence can be referred to as a transitional period in the sense that it is leaving dependence on parents but is not ready to face the challenges of an increasingly wider social environment. These adolescents often experience various problems in their lives both at home and at school as well as problems in the environment in which they interact. Teenagers are also often influenced by the people around them and not only by problems at home, and at school or the surrounding environment (Brown et al., 2017). Especially in schools, some teenagers even need special assistance because they are faced with the burden of studying, their peers, or even their seniors, of course this problem cannot be left alone because it will affect the future development of adolescents (Menestrel & Perkins, 2007).

Youth education must be directed to the formation of identity and laying the foundation of independence and willing to accept and respect oneself as a gift from God because adolescence is a period when leaving childhood to go into adulthood. Many teenagers find it difficult to control themselves or distinguish between good and bad, so there is a lot of juvenile delinquency. Develop emotional and intellectual abilities and be able to fulfill social obligations and be able to establish good relationships between people. Psychologically, adolescents are experiencing difficult feelings because of the rapid changes in them. Therefore, the teaching provided must be able to answer these needs because teaching should not be theoretical but applicable. Life skills for youth developed by (Kendellen et al., 2017) consist of intrapersonal life skills/focus (persistence, goal setting, emotional regulation) and interpersonal life skills/sports personship (honesty, teamwork, respect) and how to integrate life skills through outdoor physical activity by emphasizing youth development strength-based contained in positive youth development programs as an approach to preparing youth to be part of a productive society (Lerner et al. 2005).

The term physical activity in the outdoor can be said to be learning done in nature, because in carrying out these activities there are three interrelated formulas including, the adventure/challenge element, the outdoor element, and the education element. These three elements, if realized by the perpetrator, are able to provide value or meaning for him (Mayer & Frantz, 2004). Through outdoor activities a person naturally grows physically, increases his abilities and develops mentally (Bowen and Neill 2016).

Outdoor activities invite participants to unite with nature and carry out several activities that lead to the realization of personal skills which include self-awareness and thinking skills towards the environment through the stages of awareness, understanding, attention, responsibility and action or behavior (Chawla 2015; Birch, Rishbeth, and Payne 2020; Brent Jackson et al. 2021). In addition, outdoor activities provide aspects of joy and fun and can foster a sense of love for the environment because by observing yourself you will know the beauty of nature and ways to protect or preserve the environment while at the same time embodying students' spiritual values so that positive youth development through sport can be applied to life. Adolescents (Armour and Sandford 2013; Patton et al., 2016).

## METHOD

The method in this research is narrative literature review, which is a description of theories, findings and research materials obtained from nationally and internationally accredited articles to be used as a rationale for research. The description in this literature review is directed at compiling a clear frame of mind regarding problem solving that has been described in the previous problem formulation (Mardiyantoro, 2019). The data collection technique used in this study is Preferred Reporting Items for Systematic Reviews.

## RESULTS AND DISCUSSION

The importance of implementing life skills for adolescents developed by (Kendellen et al., 2017) consists of intrapersonal life skills and interpersonal life skills as well how is the integration of life skills through physical activity outdoors by emphasizing strength-based development in adolescents contained in the positive youth development program as an approach to preparing youth to be part of a productive society (Lerner et al., 2005). As for more details will be described below.

## **Perspective of Positive Youth Development Through Physical Activity in Outdoors**

Positive Youth Development (PYD) perspective emerged in the 1990s when interest in the power of youth united to drive the development of the concept of positive youth development. The adoption of positive youth development perspectives as a framework for research and practice has grown exponentially and is at the forefront of contemporary approaches to youth. The positive youth development model is based on the human relational developmental systems (RDS) theory. The conceptual emphasis in RDS-based theory is placed on the mutually influential two-way relationship between the individual and the context. The PYD model is based on the idea of RDS, a concept developed by (Lerner et al., 2005) or known as the '5C' (competence, confidence, character, connections, and compassion). In the '5C' model, when individual youth strengths e.g., intentional self-regulation, hopeful future expectations and are aligned with the resources of their primary life context e.g. family, school, or society that youth are more likely to develop by possessing a certain level of competence positive attitude, high self-confidence, strong character, great caring, and fast connectivity (Bowers et al. 2010).

The description of the term '5C' developed by (Lerner et al. 2005; Lerner et al. 2015) can be interpreted as follows:

- a) Competence oriented refers to the ability of adolescents to successfully navigate the complex environment in which they live
- b) Confidence is an internal feeling of self-worth and overall positive success
- c) Character that appears in adolescents includes respect for social norms, involvement in social behavior, and knowledge of right and wrong
- d) Connections are positive bonds with other people that adolescents have in life, an important component of these connections is the sense of belonging and value that adolescents feel because of their relationships with others.
- e) Compassion/caring refers to adolescents' feelings of affection, sympathy, and empathy for others

Adolescents who have life skills will contribute to families, schools, and communities. In the sense that adolescents tend to have other people-oriented ideologies and carry out various positive activities so that they can maintain the dignity of their families, schools and communities, as well as the natural environment in which they live. In addition, adolescents contribute to their duties and obligations in various ways, such as helping parents at home, participating in government, organizing in the community, and

volunteering to engage in community-oriented actions such as protecting and preserving the surrounding environment (Zaff et al. 2010). The experience of structured outdoor activities, such as camping, hiking, and climbing as well as other adventures, can provide opportunities for youth to grow and develop in various areas such as self-concept, interpersonal skills, problem solving, and leadership. (Bowers et al., 2019). The results of research on the linkages of positive youth development programs show that adolescents who participate in adventure programs report 62-65% higher outcomes than their peers (Hattie et al., 1997).

Qualitative evidence that outdoor-based programs can be an effective approach to promoting the '5Cs' (Mercier et al., 2019). In many cases, structured outdoor activity experiences contain key elements such as accompaniment between youth and adults, positive peer connections, and empowering activity involvement that can encourage positive youth development in the surrounding environment (Vandell, 2013; Bowers et al., 2019). Less formal nature-based experiences may play an important role as well. Research increasingly shows that non-structured outdoor activities are the initial basis for the formation of positive youth development by having strong physical, mental health, and psychosocial health (Mainella et al., 2011; Milteer et al., 2011). Even indirect interactions with nature, for example green spaces, are an alternative for positive physical health and mental health outcomes in adolescents by providing opportunities to be directly involved, such as activities in nature and spiritual connections such as connection with nature, that nature can be a major ecological asset that contributes to development place-based youth. (McCormick 2017; Dzhambov et al. 2018; Shek et al., 2019).

### **The benefits of *Positive Youth Development* are related to outdoor physical activity**

From several studies regarding the connection of outdoor physical activity with health, especially physical health, it can encourage an active lifestyle that reduces the risk of cardiovascular disease and other chronic health conditions (Twohig-Bennett and Jones 2018). With regard to mental health, interaction with nature, whether measured directly (hiking in the mountains, river rafting and trips along the coast) or indirectly (proximity to open spaces, such as walking in a park, cycling in a garden) has been associated with improved cognitive function. restoration of attention, stress reduction, emotional well-being, and social connection all have significant outcomes. (Bratman et al. 2019; Kaplan 1995; Hunter, Gillespie, and Chen 2019; Capaldi A., Dopko L., and Zelenski 2014; Weinstein et al., 2009; Jennings & Bamkole, 2019).

When time in nature will trigger a closer relationship with nature, it is often defined as a relationship between oneself for the benefit of one's own health, for example growth, happiness, purpose in life and usefulness in society, for example, behavior to protect the environment and social welfare. Although much is still unknown about the relationship between nature and health, including the processes that promote positive health outcomes, contact with the natural environment is increasingly being recognized as a valuable health promotion tool. (van den Bosch & Ode Sang, 2017)

The health benefits associated with nature may be particularly important for adolescents, for example a green space environment is a correlate of consistent physical activity in children and adolescents and is associated with a number of other positive (Kabisch et al., 2019). Spending more time in nature through structured and non-structured outdoor activities can improve adolescent mental health and moral and psychosocial development. The interaction that youth has with nature can increase creativity and can help improve academic performance. Time in nature has been identified as a tool for reducing stress in both urban and rural areas, even in formal educational settings (Chawla, 2015). Nature-based experiences can also increase self-resilience, namely helping to maintain emotional well-being when faced with traumatic events (Brent Jackson et al., 2021). When an increased relationship with nature leads to a stronger connection with nature, the cognitive, affective, and physical benefits that adolescents derive from nature tend to increase. For all these reasons the multiple health benefits of nature for teenagers are becoming more evident.

Despite the many studies regarding the health benefits associated with youth in nature and connection with nature, few studies have specifically examined the salutogenic value of nature-based experiences through a strength-based approach to youth such as a positive youth development perspective (Chawla, 2015). The connection between physical activity and positive youth development in the open can be concluded that public health, environmental psychology are integrated with insights from psychology and the science of adolescent development. Therefore, the benefits of development obtained from nature can be increased through a positive youth development approach.

## CONCLUSIONS AND SUGGESTIONS

Outdoor physical activity as an alternative to growing life skills associated with positive youth development that recreational experience in outdoor such as camping,

hiking, kayaking and outdoor games and non- structured activities such as walking in the park, cycling in the garden, can foster self-concept and skill development in youth and trigger feelings competence and increased results such as self efficacy can be mediated by involvement in nature either directly or indirectly. In addition, indirectly the benefits of outdoor activities can improve the development of motor skills and academic achievement. In addition, competence is also relevant when considering how people are involved with nature, for example through outdoor media as an alternative to bring out life skills in adolescents and bring up an attitude of competence in protecting the environment. In short, outdoor experiences and contact with the natural world during adolescence can help build competence and confidence that last a lifetime.

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