

10

by Ris Er

Submission date: 18-Jan-2024 09:21AM (UTC+0700)

Submission ID: 2272923947

File name: 10._Scopus_Q3_HSR.pdf (1.48M)

Word count: 6960

Character count: 38351

How relationship between religious and life skills with athlete's performance in volleyball

Irfan Zinat Achmad^{1ABCDE*}, Edi Setiawan^{2ABD}, Dhika Bayu Mahardhika^{1ABCD}, Alam Hadi Kosasih^{3ACD}, Ruslan Abdul Gani^{1ABCD}, Rhama Nurwansyah Sumarsono^{1ABD}, Dian Permana^{4ABD}, Novri Gazali^{5ABD}, Martin Hofmeister^{6ACD}

¹ Universitas Singaperbangsa Karawang, Indonesia

² Universitas Suryakencana, Indonesia

³ Universitas Garut, Indonesia

⁴ STKIP Purwakarta, Indonesia

⁵ Universitas Islam Riau, Indonesia

⁶ Consumer Centre of the German Federal State of Bavaria, Germany

Authors' Contribution: A – Study design; B – Data collection; C – Statistical analysis; D – Manuscript Preparation; E – Funds Collection

DOI: <https://doi.org/10.58962/HSR.2024.10.2>.

Corresponding Author: Irfan Zinat Achmad Irfan.za@fkip.unsika.ac.id, <http://orcid.org/0000-0003-3354-7347>, Universitas Singaperbangsa Karawang, Indonesia

How to Cite

Achmad IZ, Setiawan E, Mahardhika DB, Kosasih AH, Gani RA, Sumarsono RN, Permana D, Gazali N, Hofmeister M. How relationship between religious and life skills with athlete's performance in volleyball. *Health, Sport, Rehabilitation*. 2024;10(2): <https://doi.org/10.58962/HSR.2024.10.2>.

Abstract

Purpose. This study aims to investigate the relationship between religious and life skills with the performance of athletes volleyball.

Material and methods. This study adopted a correlational type of research. The participants involved in this study were athletes from volleyball at Singaperbangsa University, Indonesia (n=45). The instrument used to measure religion was the Religious Faith Questionnaire, while Life Skills Scale for Sport was used to measure life skills. The measurement of athletes' performance level covered skills, volleyball skills test, physical fitness test and psychological tests. All statistical tests were analyzed through IBM SPSS. First, conducting normality test. The second step of statistical descriptive testing was $X \pm S$. Third, assessing the relationship between religion and life skills with performance using Spearman's rank correlation coefficient analysis.

Results. First, there was a correlation between positive religious and performance ($p < 0.05$), but negative religious did not have a significant correlation ($p > 0.05$) towards performance. Second, life skills had a significant correlation with performance ($p < 0.05$).

Conclusions. Thus, we emphasized that to possess a good level of performance was related to the level of positive religion and life skills of athletes. This research contributes as information to coaches/lecturers, athletes and stakeholders in volleyball about the importance of fostering and integrating religious and life skills among athletes, so that they will have good performance to take part in professional sports in the future.

Keywords: religious, life skills, athlete's performance, volleyball

Анотація

Ірфан Зінат Ахмад, Еді Сетіаван, Діка Баю Махардіка, Алам Хаді Косасіх, Руслан Абдул Гані, Рама Нурвансіа Сумарсоно, Діан Пермана, Новрі Газалі, Мартін Гофмейстер. Який взаємозв'язок існує між релігійними віруваннями і життєвими навичками та результативністю спортсмена у волейболі

Мета. Це дослідження спрямоване на дослідження зв'язку між релігійними віруваннями і життєвими навичками та результативністю спортсменів у волейболі.

Матеріал і методи. Це дослідження прийняло кореляційний тип дослідження. Учасниками цього дослідження були спортсмени з волейболу в Університеті Сінгапербангса, Індонезія (n=45). Інструментом, який використовувався для вимірювання релігії, був опитувальник релігійної віри, тоді як шкала життєвих навичок для спорту використовувалася для вимірювання життєвих навичок. Вимірювання рівня продуктивності спортсменів охоплювало навички, тест навичок гри у волейбол, тест фізичної підготовки та психологічні тести. Усі статистичні тести були проаналізовані за допомогою IBM SPSS. По-перше, проведення тесту на нормальність. Другим кроком статистичного описового тестування був $X \pm S$. По-третє, оцінка зв'язку між релігією та життєвими навичками та результативністю за допомогою аналізу коефіцієнта рангової кореляції Спірмена.

Результати. По-перше, існувала кореляція між позитивною релігійністю та продуктивністю ($p < 0,05$), але негативна релігійність не мала суттєвої кореляції ($p > 0,05$) з продуктивністю. По-друге, життєві навички суттєво корелювали з продуктивністю ($p < 0,05$).

Висновки. Таким чином, ми підкреслили, що володіння хорошим рівнем продуктивності було пов'язане з рівнем позитивної релігії та життєвими навичками спортсменів. Це дослідження надає інформацію тренерам/викладачам, спортсменам та зацікавленим сторонам у волейболі про важливість виховання та інтеграції релігійних і життєвих навичок серед спортсменів, щоб вони мали хороші результати для участі у професійному спорті в майбутньому.

Ключові слова: релігія, життєві навички, результативність спортсмена, волейбол

Аннотация

Ирфан Зинат Ахмад, Эди Сетиаван, Дхика Баю Махархика, Алам Хади Косасих, Руслан Абдул Гани, Рама Нурвансия Сумарсоно, Дайан Пермана, Новри Газали, Мартин Хофмайстер. Как связаны религиозные верования и жизненные навыки с результативностью спортсменов в волейболе

Цель. Это исследование направлено на изучение связи между религиозными верованиями и жизненными навыками с результатами спортсменов в волейболе.

Материал и методы. В этом исследовании принят корреляционный тип исследования. Участниками этого исследования были спортсмены из волейбольного клуба Singaperbangsa University, Индонезия (n=45). Инструментом, используемым для измерения религии, был вопросник религиозной веры, а шкала жизненных навыков для спорта использовалась для измерения жизненных навыков. Измерение уровня работоспособности спортсменов включало в себя проверку навыков, волейбольных навыков, проверку физической подготовленности и психологические тесты. Все статистические тесты были проанализированы с помощью IBM SPSS. Во-первых, проведение теста на нормальность. Второй шаг статистического описательного тестирования был $X \pm S$. В-третьих, оценка связи между религией и жизненными навыками с производительностью с использованием анализа коэффициента ранговой корреляции Спирмена.

Результаты. Во-первых, была корреляция между положительной религией и производительностью ($p < 0,05$), но негативная религиозная не имела значимой корреляции ($p > 0,05$) с производительностью. Во-вторых, жизненные навыки имели значительную корреляцию с производительностью ($p < 0,05$).

Выводы. Таким образом, мы подчеркнули, что наличие хорошего уровня работоспособности связано с уровнем положительной религии и жизненными навыками спортсменов. Это исследование предоставляет информацию тренерам/лекторам, спортсменам и заинтересованным сторонам в волейболе о важности воспитания и интеграции религиозных и жизненных навыков среди спортсменов, чтобы они могли в будущем иметь хорошие результаты для участия в профессиональном спорте.

Ключевые слова: религия, жизненные навыки, работоспособность спортсмена, волейбол

Introduction

In early 2023, all professional sports activities including volleyball will begin to be competed face to face at the national and international levels, athletes must prepare their performance to participate in this competition. Previous studies reported that in order to achieve high achievements in volleyball, an athlete

needed good performance [1]. Performance can be defined as the ability of athlete that related to physiological capacities such as strength, endurance, power [2], agility or flexibility [3], basic techniques [4, 5] and psychologically [6, 7, 8, 9]. The performance of athlete would continuously increase if it was influenced by unexpected environmental factors [10]. Performance is an important factor for athletes to be successful in carrying out professional sports activities [9]. An athlete would have a greater chance to win the competition and gain high achievements with a high level of performance [11]. Conversely, low performance would have an impact on unoptimal results, which cause poor achievement in professional sports activities. Religion and life skills included in the factors that were claimed to have a relationship with the performance of athletes in professional sports.

Religious in the context of sports was an interesting topic and became popular in the world [12, 13]. Basically, religious is a behavior, attitude or action of an athlete who is obedient to God [14]. A religious athlete showed positive behaviors such as praying before training or competing [15]. In football, a religious behavior could be seen when an athlete thank to God by making the cross sign and pointing his finger up after scoring a goal [16] or prostrating to the earth as a sign of gratitude. Several previous studies had documented the benefits and importance of the role of religious in professional sports activities, for example, religious was used as a coping strategy to reduce levels of depression, anxiety, stress among athletes [17, 18]. According to Wiese-Bjornstal et al [19], many athletes prayed before training or big competition, so that athletes felt calm and can increase their self-confidence [20], self-esteem and mental toughness [21]. In fact, a study reports that religion was related to success or failure in sports [22].

Life skill can be defined as an ability related to positive behavior, for example being able to establish good teamwork, to set goals, emotional skills, interpersonal communication, social skills, leadership and problem solving [23, 24]. Life skill is an important aspect that can be applied not only in the context of school, business, friendship but also can be used in sports activities [25, 26]. According to Ronkainen, Aggerholm, Allen-Collinson & Ryba [27], an athlete who has high life skills would have a greater chance of success than other athletes in sport activities. In addition, there were other benefits of life skill, namely: increase self-confidence, respect [28], able to overcome obstacles and always think positively [29]. According to Duz & Aslan [30], life skills could encourage a person to adapt and succeed in competitive living conditions and continue to experience changes from time to time.

According to previous studies, many factors affected the level of good and bad performance of an athlete in sports [31, 32, 33], but it was not yet known accurately whether religious factors and life skills were related to athlete performance in volleyball. In addition, there was limited research on religious and life skills with athlete performance and this research presented a novelty in terms of combining religious and life skills with volleyball sports performance. This research contributes to provide important information about the importance of religious and life skills for the development of performance among athletes. Therefore, this study aims to investigate the relationship between religious and life skills towards athlete performance in volleyball.

Material and methods

Participants

There were 45 athletes of volleyball at Singaperbangsa University, Karawang (Indonesia) participated in this study. It was identified that the participants adhered to different religions such as Islam (n=30) and Christian (n=15). Participants were selected randomly, 45 out of 65 athletes gave a positive response and wanted to be further involved in this study. This recruitment activity was carried out before the research begins, namely on December 21, 2022. This study involved 25 men (age: 18.60 ± 1.15 years, weight: 57.68 ± 2.4 kg, height: 1.59 ± 5.1 cm) and 20 women (age: 18.60 ± 0.9 year, weight: 58.25 ± 1.6 kg, height: 1.61 ± 2.9 cm). The inclusion criteria of participants was physically active and healthy in the last 5 months. Before the research started, all participants were given information about the rules. Then they were required to write and sign a statement about their willingness to participate in this research. Participants involved in this study were given a reward of 10 USD as a gratitude sign. The researchers used the correlation type study. This study aims to investigate the relationship between religious and life skills variables towards athlete performance. The correlational design is presented in Fig. 1.

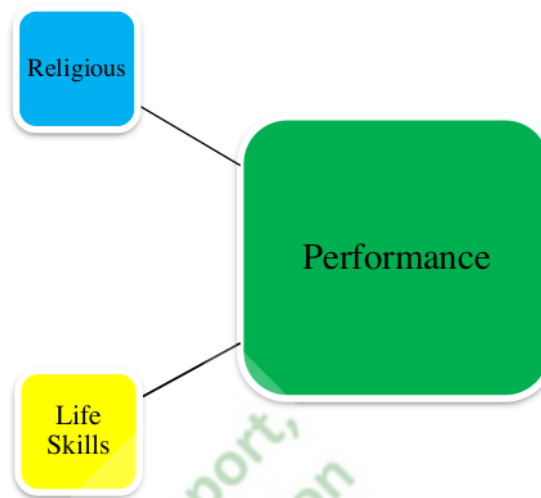


Fig. 1. Relationship design between religious and life skills variables and performance

Instruments

Religious. An instrument for measuring the religious level of an athlete was the Religious Faith Questionnaire (RFQ) [34]. The original version of the instrument consists of 10 question items. However, in our research, this instrument was modified so that it has a positive religious subscale, for example: "Before competing, I always pray to God." This question was answered using a Likert scale from a value of 1 (strongly disagree) to 4 (strongly agree). Meanwhile, the negative subscale consists of 4 question items, for example: "praying does not affect my performance". This answer was answered using a Likert scale from 1 (strongly agree) to 4 (strongly disagree). When this instrument was tested in this study, the internal consistency reliability value was obtained from 0.75 to 0.89.

Life skills. The instrument for measuring the life skills level of an athlete was the Life Skills Scale for Sport (LSSS) adopted from [23, 35], with internal consistency reliability from 0.84 to 0.92. This instrument consists of 43 question items that can assess the extent of life skills in sports. The first subscale was teamwork (TW) which has 7 question items, for example: "I work well in a team". The second subscale was goal setting (GS) which has 7 question items, for example: "set challenging goals". The third subscale was time management (TM) which has 4 question items, for example: "manage my time well". The fourth subscale was emotional skills (ES) with 4 question items, for example: "use my emotions to stay focused". The fifth subscale was interpersonal communication (IC) which has 4 question items, for example: "speak clearly to others". The sixth subscale was social skills (SS) which has 5 question items, for example: "get involved in group activities". The seventh subscale was leadership skills (LS) which has 8 question items, for example: "organize team/group members to work together" and the eighth subscale was problem solving skills (PSS) has 4 question items, for example: "think carefully about a problem". To answer all question items, you can use a Likert scale from 1 (not at all) to 5 (very much) [35].

Instruments for measuring athlete performance include several test items, namely volleyball skills, physical fitness and psychological test.

The volleyball skills test in this study included:

Serving test. Participants stood behind the end line of volleyball court. Then the participant served (with or without jumping) which was directed to the target area which has a value from 1 to 3 on the field. Participants were given 10 chances. The scoring system was by counting the number of balls that entered the target area and if the ball hit the net or went out of the field, the score was 0.

Forearm pass test. The participants stood and after the whistle sounded the participants passed to the target area which has a value from 1 to 3 on the field [36]. Participants got 10 chances. The scoring system

was by counting the number of balls that entered the number box and if the ball hit the net or went out of the field, the score was 0.

One-hand spike test [36]. Participants stood in an attack position on the left side of the field. Participants spike 10 times at the target area that has a value of 1 to 3 on the field. The scoring system was by counting the number of balls that enter the target area and if the ball hit the net or went out of the field, the score was 0.

Physical fitness tests included:

Sprinting performance over 20 meters (SPO20m) [37]. Participants must run continuously for 20 meters following the “bleep” sound. The participant stood in cone A after the sound of “bleep”, the participant runs towards cone B. Repeat this running motion until the participant was no longer able or unable to adjust to the speed set in the audio recording. Assessment was conducted by calculating the number of levels and return, then it was converted into Vo^{2max} . This instrument shows Intraclass Correlation Coefficients of 0.73 to 0.75.

Vertical countermovement jump (CMJ). Participants stood in an upright position with their knees bent at about 90° then jump vertically up as high as possible. The test was carried out by swinging the arms to mimic playing real game volleyball. The assessment was carried out by recording the highest jump from three times repetition. This instrument shows Intraclass Correlation Coefficients from 0.87 to 0.93.

Standing broad jump (SBJ). The participant stood upright on the jump mat and after the instructions was given the participant jumped with bent knees then pushed forward as far as possible. The assessment was carried out by recording the farthest jump from 3 times repetition and the distance was measured from the start of takeoff board to the footstool when landing. This instrument has a high reliability from 0.91 to 0.92.

Medicine ball toss (MBT). The participants were standing by holding the ball in their chest, after the instruction was given the participant threw the ball using two hands as far as possible. Assessment was carried out by recording the score of the farthest ball from 3 times repetition. This instrument shows intraclass correlation coefficients of 0.85 to 0.90.

The psychological skills test in this study adopted from previous studies [38]. This instrument consists of 18 question items that can assess the extent of the Psychological Skills of athletes in sports. The first subscale was related to motivation and has 3 question items, for example: "I want to train hard to gain the top score in sport", the second subscale, namely self-confidence, has 3 question items, for example: "In most competitions, I am confident that I can do the best", the third subscale was anxiety control which has 3 question items, for example: "I often feel panic during the last few minutes before the performance", the fourth subscale was mental preparation which has 3 question items, for example: "I often “rehearse” my performance in my head before I perform”, the fifth subscale was team emphasis which has 3 question items, for example: "I think team spirit is very important", the sixth subscale was concentration which has 3 question items, for example: "I often have trouble in concentrating during my performance." These questions were answered using a Likert scale from 1 (almost never) to 5 (almost always) [38].

Research procedure

This research was conducted in December 2022 at Singaperbangsa University Karawang (Indonesia) with approval number: 274/SP2H/UN64.10/LL/2022. The execution of this research followed the guidelines of the World Medical Association Code of Ethics (Helsinki Declaration for Humans). On December 24, 2022 the participants carried out the test by filling in the religious questionnaire from 08.00 am to 11.00 pm. On the second day, December 28, the participants carried out the second test, namely filling out the life skills questionnaire from 09.00 am to 12.00 noon. On the third day, December 29, the participants carried out a performance test from 08.00 in the morning until finished.

Statistic analysis

All statistical tests were analyzed with IBM SPSS version 25.0 (Armonk, NY: IBM Corp). First, testing the normality of data ($p>0.05$). Second, conducting statistical descriptive testing, namely the mean $(\bar{X})\pm(S)$ standard deviation. Third, because the data is not normally distributed, nonparametric calculations are used to determine whether there is a relationship between the variables studied. We used Spearman's rank correlation coefficient (r).

Results

This study shows that the data from the religion, life skills and performance variables are not normally distributed ($p < 0.05$). Table 1 shows the values of the descriptive statistics which include the mean and standard deviation. While Table 2 shows that there was a correlation between positive Religious and performance ($p < 0.05$), but negative religious did not have a significant correlation ($p > 0.05$) on performance. Table 4 shows that all Life skills indicators have a significant correlation with performance ($p < 0.05$).

Table 1

Descriptive Statistics (n=45)

Variabel		X±S
Religious	Religious positive (points)	25.8±4.23
	Religious negative (points)	13.7±1.61
Life skills	Teamwork (points)	26.0±4.75
	Goal Setting (points)	26.3±4.75
	Time Management (points)	17.3±2.03
	Emotional Skills (points)	17.8±2.05
	Interpersonal Communication (points)	17.7±2.19
	Social Skills (points)	29.7±3.47
	Leadership Skills (points)	30.0±3.52
	Problem Solving Skills (points)	18.4±1.75
Volleyball Skills Performance	Serve test (points)	25.8±3.16
	Forearm pass test (points)	27.2±2.43
	One-hand spike test (points)	24.7±3.45
Physical Fitness Performance	Sprinting Performance Over 20 Meters (cm)	30.3±3.24
	Vertical Countermovement Jump (cm)	32.4±2.78
	Standing Broad Jump (cm)	34.2±5.11
	Medicine Ball Toss (cm)	34.4±5.51
Psychological Performance	Motivation (points)	12.5±2.98
	Self-confidence (points)	12.3±2.94
	Anxiety control (points)	12.2±3.04
	Mental preparation (points)	12.5±2.50
	Team emphasis (points)	13.1±2.23
	Concentration (points)	13.3±1.46

Table 2

The results of the Spearman's rho test between Religious and Performance (n=45)

Performance	Spearman's rho	Religious Positive	Religious Negative
Volleyball Skills			
Serve test (points)	r	0.700**	0.280
	p	0.000	0.063
Forearm pass test (points)	r	0.757**	0.167
	p	0.000	0.273
One-hand spike test (points)	r	0.603**	0.125
	p	0.000	0.415
Physical Fitness			

Sprinting Performance Over 20 Meters (ml/kg/min)	r	0.671**	0.236
	p	0.000	0.119
Vertical Countermovement Jump (cm)	r	0.717**	0.157
	p	0.000	0.304
Standing Broad Jump (cm)	r	0.386**	0.270
	p	0.009	0.073
Medicine Ball Toss (cm)	r	0.416**	0.271
	p	0.004	0.072
Psychological			
Motivation (points)	r	0.684**	0.082
	p	0.000	0.591
Self-confidence (points)	r	0.791**	0.111
	p	0.000	0.470
Anxiety control (points)	r	0.837**	0.119
	p	0.000	0.420
Mental preparation (points)	r	0.442**	0.114
	p	0.002	0.454
Team emphasis (points)	r	0.677**	0.183
	p	0.000	0.230
Concentration (points)	r	0.639**	-0.042
	p	0.000	0.783



DRAFT

Health, sports, rehabilitation

Table 3

The results of the Spearman's rho test between Life skills and Performance (n=45)

Performance	Life skills																	
	TW		GS		TM		ES		IC		SS		LS		PSS			
	r	p	r	p	r	p	r	p	r	p	r	p	r	p	r	p		
Volleyball Skills																		
Serve test (points)	0.673**	0.000	0.717**	0.000	0.652**	0.000	0.757**	0.000	0.779**	0.000	0.904**	0.000	0.849**	0.000	0.537**	0.000	0.000	
Forearm pass test (points)	0.482**	0.001	0.507**	0.000	0.539**	0.000	0.490**	0.001	0.460**	0.001	0.626**	0.000	0.627**	0.000	0.382**	0.010	0.000	
One-hand spike test (points)	0.417**	0.004	0.458**	0.002	0.399**	0.007	0.418**	0.004	0.439**	0.003	0.465**	0.001	0.436**	0.003	0.424**	0.002	0.000	
Physical Fitness																		
SPO20m (ml/kg/min)	0.403**	0.006	0.439**	0.003	0.484**	0.001	0.433**	0.003	0.439**	0.003	0.506**	0.000	0.446**	0.002	0.320*	0.009	0.000	
CMJ (cm)	0.318*	0.034	0.340*	0.022	0.448**	0.002	0.378**	0.010	0.415*	0.005	0.485**	0.001	0.535**	0.000	0.395**	0.007	0.000	
SBJ (cm)	0.296*	0.048	0.330*	0.028	0.490**	0.001	0.485**	0.000	0.384*	0.009	0.487**	0.001	0.521**	0.000	0.319*	0.006	0.000	
MBT (cm)	0.312*	0.037	0.350*	0.018	0.578**	0.000	0.491**	0.000	0.399*	0.006	0.530**	0.000	0.419**	0.001	0.344*	0.009	0.000	
Psychological																		
Motivation (points)	0.794**	0.000	0.679**	0.000	0.498**	0.001	0.440**	0.003	0.380**	0.010	0.408**	0.005	0.440**	0.003	0.331*	0.027	0.000	
Self-confidence (points)	0.321*	0.031	0.777**	0.000	0.461**	0.001	0.562**	0.000	0.425**	0.004	0.523**	0.000	0.562**	0.000	0.512**	0.000	0.000	
Anxiety control (points)	0.858**	0.000	0.495**	0.001	0.456**	0.002	0.543**	0.000	0.383**	0.009	0.506**	0.000	0.543**	0.000	0.350*	0.020	0.000	
Mental preparation (points)	0.334*	0.009	0.399*	0.007	0.423**	0.004	0.362*	0.016	0.355*	0.016	0.382**	0.011	0.337*	0.021	0.525**	0.000	0.000	
Team emphasis (points)	0.360*	0.014	0.421**	0.004	0.390**	0.008	0.512**	0.000	0.313*	0.036	0.389**	0.009	0.512**	0.000	0.487**	0.000	0.000	
Concentration (points)	0.458**	0.003	0.360*	0.009	0.350*	0.011	0.427**	0.003	0.383**	0.009	0.382**	0.010	0.427**	0.003	0.415**	0.006	0.000	

Note. **p<0.05, *p<0.01, TW: Teamwork, GS: Goal Setting, TM: Time Management, ES: Emotional Skills, IC: Interpersonal Communication, SS: Social Skills, LS: Leadership Skills, PSS: Problem Solving Skills, SPO20m: Sprinting Performance Over 20 Meters, CMJ: Vertical Countermovement Jump, SBJ: Standing Broad Jump, MBT: Medicine Ball Tos

Discussion

Our research aims to investigate the relationship between religious and life skills and athlete performance in volleyball.

The first finding in this study shows that religious with positive indicators has a high relationship with athlete performance, but not for religious with negative indicators. Since athletes with positive religion showed good behaviors, for example, discipline, responsible, have a strong mentality and did not easily anxious so they were more active in participating sports activities. This was in accordance with O'Brien et al [39], who mentioned that religious was closely related to mental and physical health. **In line with previous studies which reported that** athletes who have a high religious level were more discipline in carrying out physical fitness exercises [40], feel happier and more active in participating in sports activities [41, 42, 34], so that they can more optimal in mastering a skill. Other research also confirmed that religious can help increase self-esteem, provide emotional comfort and hope, and help achieve optimal goals [21, 16]. Praying also can reduce anxiety, stress [43], increasing self-confidence, motivation and when an athlete was injured, praying can help them feel calm and reduce pressure in facing a competitive environment [15]. In addition, according to Hagan, Schack & Schinke [44], a religious athlete and religion can support them to gain better achievement. Akgül & Karafil [45], emphasized that the religious and religion of a soccer athlete can improve their performance and can help coaches and athletes to deal with stressful situations. Meanwhile, athletes with negative religious showed easily to create or trigger conflict, for example arguing with coaches, teammates or opponents [39]. Other studies reported that athletes who did not practice the spiritual religion or not religious would be tended to have more harmful behavior such as using illegal drugs [46, 14], or free sex. Thus, this study showed a unique novelty, in which there was a positive religious relationship with performance related to volleyball skills, physical fitness and psychological.

The second finding in this study showed that life skills have a high relationship with athlete performance. Since athletes with high life skills tended to have skills in goal setting, time management, social and emotional skills, good communication and teamwork and have the ability to lead and solve a problem [23, 47, 27], all of these skills were closely related to the good or bad performance of an athlete in sports activities [30]. This is in line with research by Jacobs & Wright [28], that life skills can trigger an athlete to be more confident and have a strong mentality to compete and be successful in competitive professional sports. Life skills play an important role in sports activities [48], for example assisting athletes to deal with a problem, supporting physical, mental, social development, so that they have a greater chance to success in sports. It can even help athletes stay away from alcohol, cigarettes and illegal drugs. Hardcastle, Tye, Glassey & Hagge [29], revealed that life skills must be well developed, because they have an impact on improving athlete performance and avoiding them from unhealthy or negative behaviors [49]. Furthermore, a recent study reported that Life skills can be the main force for athletes to have good performance, because with Life skills they were more motivated, work hard and never give up in the training process [50]. Thus, this research showed a unique novelty, it is proven that there was a relationship between life skills and performance related to volleyball skills, physical fitness and psychology.

Conclusions

Based on the results and discussion of this study, it can be concluded that there was a significant relationship between positive religious and life skills towards athlete performance in volleyball. Nonetheless, our research still has limitations in terms of only involved volleyball athletes, so it was still unknown whether the results would be similar in other sports. It is recommended that this research needs to be carried out in the future to investigate the relationship between religious and life skills towards the performance of athletes in individual sports (e.g., martial arts, swimming, cycling, horse riding, golf). This research contributes as information to coaches/lecturers, athletes and stakeholders in volleyball about the importance of fostering and integrating religious and life skills among athletes, so that they will have good performance to take part in professional sports in the future.

Conflict of Interest

References

1. Wicaksono D, Hidayatullah F, Kristiyanto A, Purnama SK. the Effect of Training Based on Part and Whole Combinations on Smash Techniques Improvement in Volleyball Sports for 11-12 Year Old Athletes. *Phys Educ Theory Methodol.* 2022;22(1):62–9.
2. Gani RA, Achmad IZ, Julianti RR, Setiawan E, Németh Z, Muzakki A, et al. Does the Athletes' Leg Muscle Power Increase After the Tabata Aquatic Program? *Teoriã ta Metod Fiziãnogo Vihovannã.* 2022;22(1):56–61.
3. Dimiyati A, Setiawan E, Dewi RK, Meirizal Y, Gani RA, Saputro YD. The Effect Of Movement Games On The Level Of Physical Fitness And Mental Health Of Students With Disabilities: Mixed Method. *Phys Educ Theory Methodol.* 2022;22(4):466–72.
4. D'Isanto T, D'Elia F, Raiola G, Altavilla G. Assessment of sport performance: Theoretical aspects and practical indications. *Sport Mont.* 2019;17(1):79–82.
5. Juliantine T, Setiawan E. Effect Of Tactical Game Models On Formation Of Basic Techniques In Handball Players : Mixed Method. *Phys Educ Theory Methodol.* 2022;22(3):373–8.
6. Kellmann M, Bertollo M, Bosquet L, Brink M, Coutts AJ, Duffield R, et al. Recovery and performance in sport: Consensus statement. *Int J Sports Physiol Perform.* 2018;13(2):240–5.
7. Sommerfield LM, Harrison CB, Whatman CS, Maulder PS. Relationship between Strength, Athletic Performance, and Movement Skill in Adolescent Girls. *J Strength Cond Res.* 2020;36(3):674–9.
8. Krizkova S, Tomaskova H, Tirkolae EB. Sport performance analysis with a focus on racket sports: A review. *Appl Sci.* 2021;11(19).
9. Lochbaum M, Stoner E, Hefner T, Cooper S, Lane AM, Terry PC. Sport psychology and performance meta-analyses: A systematic review of the literature. *PLoS One.* 2022;17(2 February):1–22.
10. Gomez-Ruano MA, Ibãñez SJ, Leicht AS. Editorial: Performance Analysis in Sport. *Front Psychol.* 2020;11(October):1–4.
11. Almagro BJ, Sáenz-López P, Fierro-Suero S, Conde C. Perceived performance, intrinsic motivation and adherence in athletes. *Int J Environ Res Public Health.* 2020;17(24):1–14.
12. Noh YE, Shahdan S. A systematic review of religion/spirituality and sport: A psychological perspective. *Psychol Sport Exerc.* 2020;46(June).
13. Lau N-S. Religious education in Asia: spiritual diversity in globalized times. *Int J Child Spiritual.* 2021;26(1–2):86–7.
14. Roychowdhury D. *Spiritual Well-Being in Sport and Exercise Psychology.* SAGE Open. 2019;9(1).
15. Noh YE, Shahdan S. A model for formulating the relationship between religion and sport performance: a grounded theory approach. *Int J Sport Exerc Psychol.* 2021;20(3):661–76.
16. Scholes J. Pray the white way: Religious expression in the nfl in black and white. *Religions.* 2019;10(8):76–7.
17. Kocak O. How Does Religious Commitment Affect Satisfaction with Life during the COVID-19 Pandemic? Examining Depression, Anxiety, and Stress as Mediators. *Religions.* 2021;12(9).
18. Agormedah E, Quansah F, Srem-Sai M, Ankomah F, Hagan JJ, Schack T. Reproducibility of the brief religious coping inventory with African athletes' sample using ordinal factor analytical approach. *Front Psychol.* 2023;13:1038202(January):1–11.
19. Wiese-Bjornstal DM, Wood KN, White AC, Wambach A, Rubio VJ. Exploring Religiosity and Spirituality in Coping With Sport Injuries. *J Sport Rehabil.* 2018;29:622–7.
20. Hoven M. Re-characterizing confidence because of religious and personal rituals in sport: findings from a qualitative study of 15 year old student-athletes. *Sport Soc.* 2019;22(2):296–310.
21. Lee SA, Choi EJ, Ryu HU. Negative, but not positive, religious coping strategies are associated with psychological distress, independent of religiosity, in Korean adults with epilepsy. *Epilepsy Behav.* 2019;90:57–60.
22. Hagan JE. Investigating pre-competition-related discrete emotions and unaccustomed religious coping among elite student-athletes: Implications for reflexive practice. *Religions.* 2021;12(3):1–18.
23. Cronin LD, Allen J. Examining the relationships among the coaching climate, life skills development and well-being in sport. *Int J Sport Sci Coach.* 2018;13(6):815–27.
24. Cronin L, Allen J, Ellison P, Marchant D, Levy A, Harwood C. Development and initial validation of the life skills ability scale for higher education students. *Stud High Educ.* 2019;46(6):1011–24.
25. Nascimento Junior JRA do, Freire GLM, Quinaud RT, Oliveira DV de, Cronin LD. Life Skills Development Through Sport in Brazil: A Study Based on Self-Determination Theory. *Percept Mot Skills.* 2021;128(3):1017–36.
26. Freire GL, Silva A, Moraes JFV, Costa NL, Oliveira D, Nascimento J. Are the athletes' perceptions of the coach's autonomy support, age and practice time associated with the development of life skills among young athletes? *Cuad Psicol del Deport.* 2023;21(1):135–45.

27. Ronkainen N, Aggerholm K, Allen-Collinson J, Ryba T V. Beyond life-skills: talented athletes, existential learning and (Un) learning the life of an athlete. *Qual Res Sport Exerc Heal*. 2022;15(1):35–49.
28. Jacobs JM, Wright PM. Transfer of Life Skills in Sport-Based Youth Development Programs: A Conceptual Framework Bridging Learning to Application. *Quest*. 2018;70(1):81–99.
29. Hardcastle SJ, Tye M, Glassey R, Hagger MS. Exploring the perceived effectiveness of a life skills development program for high-performance athletes. *Psychol Sport Exerc*. 2015;16(P3):139–49.
30. Duz S, Aslan TV. The Effect of Sport on Life Skills in High School Students. *Asian J Educ Train*. 2020;6(2):161–8.
31. Lopes Dos Santos M, Uftring M, Stahl CA, Lockie RG, Alvar B, Mann JB, et al. Stress in Academic and Athletic Performance in Collegiate Athletes: A Narrative Review of Sources and Monitoring Strategies. *Front Sport Act Living*. 2020;2(May):1–10.
32. Amaral AS, Silva A, Costa CMA, Narciso FV, De Mello MT. The influence of sleep deprivation on athletes' performance: A systematic review. *J Phys Educ*. 2021;32(1):1–9.
33. Varillas-Delgado D, Del Coso J, Gutiérrez-Hellín J, Aguilar-Navarro M, Muñoz A, Maestro A, et al. Genetics and sports performance: the present and future in the identification of talent for sports based on DNA testing. *Eur J Appl Physiol*. 2022;122(8):1811–30.
34. Laar RA, Ashraf MA, Zhou S, Zhang L, Zhong Z. Assessing the Association Between Pakistani Women's Religious Beliefs and Sports Participation. *Front Psychol*. 2022;13(June).
35. Mossman GJ, Robertson C, Williamson B, Cronin L. Coaches, parents, or peers: Who has the greatest influence on sports participants' life skills development? *J Sports Sci*. 2021;39(21):2475–84.
36. Cieśluk K. Impact of repeated short-term physical exercise on the level of selected technical skills in youth volleyball. *J Phys Educ Sport*. 2022;22(9):2215–23.
37. Gjinovci B, Idrizovic K, Uljevic O, Sekulic D. Plyometric training improves sprinting, jumping and throwing capacities of high level female volleyball players better than skill-based conditioning. *J Sport Sci Med*. 2017;16(4):527–35.
38. Milavic B, Padulo J, Grgantov Z, Milić M, Mannarini S, Manzoni GM, et al. Development and factorial validity of the Psychological Skills Inventory for Sports, Youth Version – Short Form: Assessment of the psychometric properties. *PLoS One*. 2019;14(8):1–17.
39. O'Brien B, Shrestha S, Stanley MA, Pargament KI, Cummings J, Kunik ME, et al. Positive and negative religious coping as predictors of distress among minority older adults. *Int J Geriatr Psychiatry*. 2019;34(1):54–9.
40. Toledano N. Looking for God, meaning, physical fitness and beyond: the religious and spiritual space in sport entrepreneurship. *Int Entrep Manag J*. 2019;16(3):897–916.
41. Ahmed QA, Memish ZA. From the “Madding Crowd” to mass gatherings-religion, sport, culture and public health. *Travel Med Infect Dis*. 2019;28(May 2018):91–7.
42. Tejero-González CM. Participating in sports and practicing a religion are related to levels of happiness. *Phys Cult Sport Stud Res*. 2020;88(1):11–7.
43. Bain-selbo E. Affect Theory, Religion, and Sport. *religions*. 2019;10(8):1–11.
44. Hagan JE, . TS, . RS. Sport psychology practice in Africa: Do culture-specific religion and spirituality matter? *Adv Soc Sci Res J*. 2019;6(3):183–97.
45. Akgül MH, Karafil AY. Examining the relationship between religious perception and psychological well-being levels of university football players. *Phys Educ students*. 2022;26(2):48–53.
46. Zvan M, Zenic N, Sekulic D, Cubela M, Lesnik B. Gender- and Sport-Specific Associations Between Religiousness and Doping Behavior in High-Level Team Sports. *J Relig Health*. 2016;56(4):1348–60.
47. de Subijana CL, Ramos J, Harrison CK, Lupo C. Life skills from sport: the former elite athlete's perception. *Sport Soc*. 2022;25(5):1051–64.
48. Yilmaz A. The Effect of Sport on Life Skills of Athlete-Students in Different Education Levels: Mixed Research Approach. *Kastamonu Eğitim Derg*. 2020;28(3):1233–43.
49. Arı Ç, Ulun C, Yarayan YE, Dursun M, Bozkurt TM, Üstün ÜD. Mindfulness, healthy life skills and life satisfaction in varsity athletes and university students. *Prog Nutr*. 2020;22(September).
50. Quinaud RT, Possamai K, Nascimento Júnior JRA do, Gonçalves CE, Carvalho HM. The positive impact of sports participation on life skills' development: a qualitative study with medical students. *Sport Soc*. 2022;0(0):1–16.

Information about the authors

Irfan Zinat Achmad

Irfan.za@fkip.unsika.ac.id

<http://orcid.org/0000-0003-3354-7347>

Faculty of Teacher Training and Education

Department of Physical Education, Health and Recreation
Universitas Singaperbangsa Karawang, Karawang, Indonesia

Edi Setiawan

edisetiawanmpd@gmail.com

<https://orcid.org/0000-0001-7711-002X>

Faculty of Teacher Training and Education

Department of Physical Education, Health and Recreation

Universitas Suryakencana, Cianjur, Indonesia

Dhika Bayu Mahardhika

dhika.bayumahardhika@fkip.unsika.ac.id

<https://orcid.org/0000-0002-6206-8719>

Faculty of Teacher Training and Education

Department of Physical Education, Health and Recreation

Universitas Singaperbangsa Karawang, Karawang, Indonesia

Alam Hadi Kosasih

alamhadikosasih@uniga.ac.id

<https://orcid.org/0000-0002-6170-8462>

Faculty of Teacher Training and Education

Department of Sport Education

Universitas Garut, Garut, Indonesia

Ruslan Abdul Gani

ruslan.abdulgani@staff.unsika.ac.id

<http://orcid.org/0000-0002-7608-1658>

Faculty of Teacher Training and Education

Department of Physical Education, Health and Recreation

Universitas Singaperbangsa Karawang, Karawang, Indonesia

Rhama Nurwansyah Sumarsono

rhama.nurwansyah@fkip.unsika.ac.id

<https://orcid.org/0000-0003-3150-1740>

Faculty of Teacher Training and Education

Department of Physical Education, Health and Recreation

Universitas Singaperbangsa Karawang, Karawang, Indonesia

Dian Permana

dianpermana@stkip-purwakarta.ac.id

<http://orcid.org/0000-0002-8620-6047>

Faculty of Teacher Training and Education

Department of Physical Education, Health and Recreation

STKIP Purwakarta, Purwakarta, Indonesia

Novri Gazali

novri.gazali@edu.uir.ac.id

<https://orcid.org/0000-0002-7968-1544>

Faculty of Teacher Training and Education

Department of Physical Education, Health and Recreation

Universitas Islam Riau, Riau Indonesia

Martin Hofmeister

hofmeister@vzbayern.de

<https://orcid.org/0000-0002-0693-7887>

Consumer Centre of the German Federal State of Bavaria, Germany

Інформація про авторів

Ірфан Зінат Ахмад

Irfan.za@fkip.unsika.ac.id

<http://orcid.org/0000-0003-3354-7347>

Педагогічний факультет

Кафедра фізичного виховання, здоров'я та рекреації

Universitas Singaperbangsa Karawang, Караванг, Індонезія

Еді Сетіаван

edisetiawanmpd@gmail.com

<https://orcid.org/0000-0001-7711-002X>

Педагогічний факультет

Кафедра фізичного виховання, здоров'я та рекреації

Universitas Suryakancana, Cianjur, Індонезія

Діка Баю Махардіка

dhika.bayumahardhika@fkip.unsika.ac.id

<https://orcid.org/0000-0002-6206-8719>

Педагогічний факультет

Кафедра фізичного виховання, здоров'я та рекреації

Universitas Singaperbangsa Karawang, Караванг, Індонезія

Алам Хаді Косасіх

alamhadikosasih@uniga.ac.id

<https://orcid.org/0000-0002-6170-8462>

Педагогічний факультет

Кафедра спортивної освіти

Університет Гарута, Гарут, Індонезія

Руслан Абдул Гані

ruslan.abdulgani@staff.unsika.ac.id

<http://orcid.org/0000-0002-7608-1658>

Педагогічний факультет

Кафедра фізичного виховання, здоров'я та рекреації

Universitas Singaperbangsa Karawang, Караванг, Індонезія

Рама Нурвансіа Сумарсоно

rhama.nurwansyah@fkip.unsika.ac.id

<https://orcid.org/0000-0003-3150-1740>

Педагогічний факультет

Кафедра фізичного виховання, здоров'я та рекреації

Universitas Singaperbangsa Karawang, Караванг, Індонезія

Діан Пермана

dianpermana@stkip-purwakarta.ac.id

<http://orcid.org/0000-0002-8620-6047>

Педагогічний факультет

Кафедра фізичного виховання, здоров'я та рекреації

STKIP Purwakarta, Пурвакарта, Індонезія

Новрі Газалі

novri.gazali@edu.uir.ac.id

<https://orcid.org/0000-0002-7968-1544>

Педагогічний факультет

Кафедра фізичного виховання, здоров'я та рекреації

Universitas Islam Riau, Ріау, Індонезія

Маргін Гофмейстер

hofmeister@vzbayern.de

<https://orcid.org/0000-0002-0693-7887>

Споживчий центр німецької федеральної землі Баварія, Німеччина

Информация об авторах

Ирфан Зинат Ахмад

Irfan.za@fkip.unsika.ac.id

<http://orcid.org/0000-0003-3354-7347>

Факультет подготовки учителей и образования
Кафедра физического воспитания, здоровья и отдыха
Universitas Singaperbangsa Karawang, Караванг, Индонезия

Эди Сетиаван

edisetiawanmpd@gmail.com

<https://orcid.org/0000-0001-7711-002X>

Факультет подготовки учителей и образования
Кафедра физического воспитания, здоровья и отдыха
Университет Сурьяканчана, Чианджур, Индонезия

Дхика Баю Махархика

dhika.bayumahardhika@fkip.unsika.ac.id

<https://orcid.org/0000-0002-6206-8719>

Факультет подготовки учителей и образования
Кафедра физического воспитания, здоровья и отдыха
Universitas Singaperbangsa Karawang, Караванг, Индонезия

Алам Хади Косасих

alamhadikosasih@uniga.ac.id

<https://orcid.org/0000-0002-6170-8462>

Факультет подготовки учителей и образования
Департамент спортивного образования
Университет Гарут, Гарут, Индонезия

Руслан Абдул Гани

ruslan.abdulgani@staff.unsika.ac.id

<http://orcid.org/0000-0002-7608-1658>

Факультет подготовки учителей и образования
Кафедра физического воспитания, здоровья и отдыха
Universitas Singaperbangsa Karawang, Караванг, Индонезия

Рама Нурванся Сумарсоно

rhama.nurwansyah@fkip.unsika.ac.id

<https://orcid.org/0000-0003-3150-1740>

Факультет подготовки учителей и образования
Кафедра физического воспитания, здоровья и отдыха
Universitas Singaperbangsa Karawang, Караванг, Индонезия

Дайан Пермана

dianpermana@stkip-purwakarta.ac.id

<http://orcid.org/0000-0002-8620-6047>

Факультет подготовки учителей и образования
Кафедра физического воспитания, здоровья и отдыха
STKIP Purwakarta, Пурвакарта, Индонезия

Новри Газали

novri.gazali@edu.uir.ac.id

<https://orcid.org/0000-0002-7968-1544>

Факультет подготовки учителей и образования

Кафедра физического воспитания, здоровья и отдыха
Universitas Islam Riau, Риау, Индонезия

Мартин Хофмайстер

hofmeister@vzbayern.de

<https://orcid.org/0000-0002-0693-7887>

Потребительский центр Федеральной земли Бавария, Германия

This work is licensed under a [Creative Commons Attribution 4.0 International License](https://creativecommons.org/licenses/by/4.0/) (CC BY 4.0)

Received: 2023-02-10 Accepted: 2023-03-14 In press: 2023-09-23 Published: 2024-06-18



ORIGINALITY REPORT

14%

SIMILARITY INDEX

7%

INTERNET SOURCES

13%

PUBLICATIONS

3%

STUDENT PAPERS

MATCH ALL SOURCES (ONLY SELECTED SOURCE PRINTED)

4%

★ Lalu Moh Yudha Isnaini, Edi Setiawan, Ruslan Abdul Gani, Luthfie Lufthansa, Novri Gazali, M. E. Winarno. "Aquatic-Based Tabata training: a training system to improve physical fitness of athletes in situational sports", Health, sport, rehabilitation, 2023

Publication

Exclude quotes Off

Exclude matches Off

Exclude bibliography On