



Life Skills Development of Vulnerable Children in Medan through FIFA Football for School

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Abstract. This study aims to analyze the development of life skills among children from vulnerable backgrounds in Medan through the implementation of the FIFA Football for Schools program. The study is grounded in the issue of limited access to positive social environments and structured learning experiences that support the development of adaptive life skills among vulnerable children. A qualitative descriptive approach was employed, involving participants aged 12–14 years from vulnerable communities participating in the program. Data were collected through participatory observation, semi-structured interviews, and documentation, and analyzed using thematic analysis to identify key patterns of life skills development. The findings indicate that life skills development occurs multidimensionally, encompassing personal development, social skills, social awareness, decision-making, health awareness, and self-protection. Participants demonstrated increased confidence, improved communication and teamwork, and enhanced awareness of social and health-related issues. However, certain negative behaviors, such as the use of harsh language and minor aggression, were still observed, indicating that the development process is gradual and influenced by prior social conditions. The study concludes that football-based programs provide an effective experiential learning environment that facilitates life skills development through active participation, social interaction, and reflection. The findings highlight the importance of consistent program implementation and the role of coaches as key socialization agents in achieving sustainable outcomes.

Keywords: life skills; sport for development; football; vulnerable children.

1 Introduction

Sports in contemporary studies are no longer purely considered as a physical activitor, as a social phenomenon related to values, norms, and interactions in society [1]. In this perspective, elahraga in sociology is related to stat with social dynamics and Community resilience in facing with the change of the social environment [2]. Based on the study of Sociology of Sport, lahraga neniates the cuang where values, norms,

and social relations are formed and produced [3]. The role of social institutions that are involved in forming human interaction patterns that not only reflect social reality, but also actively participate in shaping [4]. The latest research shows that Rartisipas elabraga contributes to the development of social skills, including the ability to communicate, communicate and understand feelings in children and adolescents [5]. In the context of the development of olabraga children, they act as effective socialization agents in transmitting values and life skills (life skills). Socialization theory explains that individuals follow norms and behaviors through repeated social interactions certain environments [5]. that olabraga is an ethical tool in developing life skills and supporting positive youth development in children and Teala Team sports activities such as football provide direct experience for children in dealing with social dynamics, such as collaboration, leadership, And Renzelesaian conflict. Thus, exercise not only forms social behavior, but also facilitates the process of developing sleep skills that are directly related to daily activities [6]. In addition, the learning process in sports can also be explained through Social Learning Theory put forward by Albert Bandura. This theory emphasizes that individual behavior is formed through observation and imitation of the surrounding social models. In the context of sports, coaches and friends Peers become tigur renting which affects the reformation of children's Retilaku This study shows that the social environment that rostit land is Significant development of prosocial behavior [7].

However, not all children have the same access to the environment, the quality of this economy is based on the country through Pierre Bourdieu's kenser about capital (social capital, budaxa and skonomi). Bourdieu stated that access to daxa resources is greatly influenced by the individual's socio-economic background [8]. In the context of olabraga, children from vulnerable environments often experience limited access to facilities, Relatives and adequate social support, Children from the tantan line often face limited access to various social resources, including education and the environment that supports their development optimally. This condition reflects the existence of social exclusivity that has an impact on overall individual development [9].

Research [10] shows that olabraga activities in sekolah are effective in developing life skills such as joy, discipline and responsibility. In the context of children's development, sports function as a socialization agent that is effective in transmitting values and life skills (life skills), especially in forming individual social resilience through continuous interaction [2]. Soccer, as the most popular sport in the world, has great potential in reaching children from various social backgrounds.

One of the concrete implementations of this approach is the FIFA Football for Schools program developed by FIFA. This program integrates football activities into theme-based learning that covers various aspects of life, such as self-development, social relationships, health awareness, and the ability to protect oneself. Through this approach, children are not only involved in mere physical activity, but also gain learning experiences that are directly related to daily life.

However, the latest literature also criticizes that the implementation of the sport for development program is not always optimal. Shows that limitations in the organizational structure, such as lack of coordination, lack of resources, and uneven distribution of roles, can hinder the effectiveness of the implementation of the sport for

development program. In addition, the dominance of certain actors such as the organizers or the main stakeholders, often causes the decision-making process to be unparticipatory, so that the needs and voices of the target group are less accommodated. This condition has the potential to reduce the expected social impact, because the program does not fully reflect the context and real needs of the participants, especially children from vulnerable environments [11]. This criticism emphasizes that the effectiveness of the program not only depends on the design, but also on the social context and implementation in the field.

Although this program has been implemented in various countries, empirical studies on its effectiveness in shaping children's social behavior, especially in the context of vulnerable environments, are still very limited. Most of the previous research tends to focus on physical aspects and the level of participation in sports activities, while the social dimension has not been studied comprehensively. This condition indicates that there is a research gap that needs to be filled through further studies that are more contextual and based on field data.

In addition, the success of sports programs in shaping social behavior is not only determined by the design of the program, but also by the quality of social interaction in it. Symbolic interactionism theory (Symbolic Interactionism) emphasizes that meaning and behavior are formed through the process of social interaction [12]. In this context, the role of the coach as a socialization agent becomes very important in mediating the values taught through sports.

Based on the description, this research aims to analyze the implementation of FIFA Football for Schools in shaping the social behavior of children from vulnerable environments. This research is expected to contribute to the development of sports sociology studies, especially in the context of sport for development, as well as being the basis for designing more effective and sustainable sports-based social interventions.

2 Methods

2.1 Research Design

This research uses a descriptive qualitative approach with the aim of understanding the development process of children's life skills through the implementation of FIFA Football for Schools. This approach was chosen because it allows the revelation of meanings, experiences, and social dynamics that appear in the implementation of the program, so that the phenomenon can be understood contextually and deeply in the setting of social interaction that takes place[13].

2.2 Participants

The research subjects are children aged 12-14 years old who come from vulnerable environments and participate in the FIFA Football for Schools program through the Medan Hope Academy community. The sampling technique uses purposive sampling, with the criteria of active participants in several sessions that contain the themes of self-development, social, health, and protection. Data collection is carried out through three

main techniques, namely participatory observation during training sessions, semi-structured interviews with participants and trainers, and activity documentation. These three techniques are used to obtain comprehensive data related to the learning experience and social interaction of participants during the program.

2.3 Instruments

Data analysis is carried out using thematic analysis techniques, which includes the process of data reduction, coding, categorization, and meaning recall. This analysis aims to identify the main themes related to the development of life skills based on the experience of the participants. To increase the validity of the data, this study uses source triangulation techniques and methods. This approach is considered effective in social research because it is able to increase the credibility and validity of the findings through the comparison of various data sources [14].

3 Results and Discussion

3.1 Result

1. Program Implementation

The program is carried out through a theme-based practice session that refers to the material in FIFA Football for Schools. Each session is designed in a structured way by integrating learning football techniques and developing life skills. The coach prepares the session before the activity begins and arrives early to welcome the participants, thus creating a positive and conducive atmosphere from the beginning of the activity. The practice session begins with the opening in the form of a joint prayer, followed by a brief explanation by the trainer about the purpose of the exercise, both from the technical aspects and the theme of life skills that will be studied. Next, the activity is continued with a series of exercises that include warm-up, skill development, and game application. In each stage of practice, the trainer actively associates the activity with the theme of life skills through reflective questions that encourage players to think, argue, and understand the meaning of the activity carried out. During the training process, players are encouraged to participate actively, both in the game and in social interaction. The coach provides space for players to express opinions and take roles in game situations, thus creating a participatory and contextual learning experience. The interaction that occurs during practice becomes an important part of the learning process, especially in developing social skills and decision making. At the end of the session, the activity is closed with a joint reflection carried out in a circular position between the coach and the player. The reflection begins with sharing experiences by the players regarding the activities that have been carried out, then continued with a more in-depth discussion about the theme of life skills raised. This process allows players to connect the playing experience with daily life, so that the learning obtained becomes more meaningful and contextual.

2. Findings of Life Skills Development

Based on the results of observations and interviews, the implementation of the FIFA Football for Schools program shows the development of life skills in participants that are multidimensional, including aspects of self-development, social skills, social awareness, decision-making, health awareness, and self-protection.

In the aspect of self-development, participants showed increased courage in participating during training activities. Children who previously tended to be passive began to show initiative to get involved in games and try new activities. In addition, there is an increase in self-confidence, especially in situations that require courage to take a role in the game or express opinions.

In the aspect of social skills, participants began to show more active involvement in communication and teamwork. Individual behavior, including children and teenagers, cannot be separated from the process of forming a social identity that is influenced by the environment and social interaction [1]. Children look more open in interacting, both in game situations and outside of core activities. However, the use of language that contains elements of violence still often appears as part of a habit that has been formed before. In addition, social interaction is also occasionally colored by aggressive actions on a small scale. However, there is a positive development in conflict resolution, where participants begin to switch from direct response in the form of physical action to a more adaptive approach, such as reporting problems to the coach.

In terms of social awareness, participants showed a more open and inclusive attitude towards differences, both in terms of age, religion, and social background. The most prominent development is seen in the change in the attitude of participants with higher playing skills, who previously tended to show a condescending attitude, becoming more accepting and supportive of teammates with lower playing skills. This shows that there is a process of internalizing the value of mutual respect in the context of group interaction. Individual behavior is also inseparable from the influence of social and environmental changes, which can shape identity and social interaction patterns in daily life [1].

Furthermore, in the aspect of decision making, participants begin to show early ability in considering options before acting. This is seen both in the context of the game and in social situations outside the game. Participants began to be able to refuse invitations from friends that led to negative behavior, which showed a development in reflective thinking and self-control skills.

In the aspect of health awareness, participants showed an initial understanding of the impact of unhealthy behavior. This is reflected from the ability of the participants to simply explain the consequences of habits such as smoking or alcohol consumption. Although the understanding is still at the basic level, this findings show an increase in awareness that is relevant to daily life.

Finally, in the aspect of self-protection, participants began to show an understanding of the importance of taking care of themselves in social interaction. This is shown through the tendency of participants in choosing a more positive social environment and avoiding potentially detrimental situations. This development indicates an early awareness of self-limitation and security in a social context.

Overall, this finding shows that the development of life skills occurs gradually through play experience, social interaction, and reflection that is facilitated during the program.

Table 1. Field Findings

Life Category Skills	Behavioural Indicator	Field Findings
PSelf Development	Courage, confidence	Children show increased courage in participating and trying new things
Social Skills	Communication, cooperation, conflict resolution	Children begin to actively communicate and cooperate, but there is still the use of abusive language and mild aggressive actions; conflicts begin to be resolved by reporting to the coach
Social Awareness	Appreciate differences	Children show a more open attitude towards differences in age, religion, and ethnicity; more skilled players begin to accept and support friends who are less.
Decision Making	Considering Action	Children begin to consider options before acting and are able to refuse negative invitations from friends
Health Awareness	Risk understanding	Children are able to simply explain the impact of unhealthy behavior such as smoking and alcohol
PSelf-protection	Self and environmental awareness	Children begin to understand the importance of taking care of themselves and choosing a more positive social environment

3.2 Discussion

Research findings show that the implementation of FIFA Football for Schools contributes to the development of life skills through the experience-based learning process. This result is in line with the latest research that states that sports, especially football, is an effective medium in developing life skills because it provides a real and dynamic social interaction context [15] In this context, the experience of playing is not only physical activity, but becomes a means of meaningful social learning. [16] shows that the integration of life skills in sports training effectively supports positive youth development. This is in line with the implementation of FIFA Football for Schools in this study which also emphasizes the development of life skills through sports activities in children from vulnerable environments. Furthermore, the active involvement of participants in every stage of the activity—starting from participation in games, interaction with peers, to reflection after activities strengthens the process of

internalizing life skills values. This process shows that the learning that occurs is holistic, not only developing physical aspects, but also social and emotional. Thus, sports in this context function as an educational space that allows participants to learn through direct experience, as well as apply the skills acquired in daily life.

The development of life skills found in this study, especially in the aspect of self-development, supports the concept of Positive Youth Development (PYD) which emphasizes the importance of exercise as a means of developing individual potential holistically. [11] highlights that sport for development can be a social movement that has the potential to be dominated by elite groups. This shows the importance of ensuring programs such as FIFA Football for Schools remain inclusive and oriented to the needs of vulnerable communities. Recent research shows that a structured exercise program can increase self-confidence, mental endurance, and the ability to face challenges in children. [17] This shows that the increase in participants' life skills is reflected by the increase in courage in actively participating during training sessions, such as being more confident in following instructions, daring to try new activities, and not hesitating to interact with friends and coaches. This change shows the development in the aspects of self-confidence, initiative, and social skills which are an important part of the development of life skills through sports activities.

Furthermore, findings related to social skills show that interaction in sports plays an important role in shaping communication and cooperation skills. This is in line with research that states that social skills in sports are developed through the experience of direct interaction between individuals in game situations[18]. However, the findings of this study also show that the process does not take place instantly, but gradually and is still influenced by previous social habits, such as the use of abusive language and aggressive behavior.

In addition, the symbolic interactionism perspective provides a theoretical foundation for understanding the way children or students give meaning to their experiences in an authoritarian family. Blumer emphasized that the meaning of an object arises from social interaction between individuals and is reshaped through the interpretation process used in dealing with the situation encountered [19].

The phenomenon of the emergence of mild aggressive behavior in this study actually reinforces the view that exercise is not an instant tool to change behavior, but as a complex social learning space. Research in the context of sport for development confirms that social change through sports requires time, consistency, and continuous intervention ([20]. Thus, this finding shows the reality of a more authentic learning process.

In terms of social awareness, research findings show an increase in inclusive attitudes and respect for differences. This is in line with the latest research that states that value-based sports programs are able to increase social tolerance and reduce discrimination among participants [21]. Interaction in a team provides space for children to understand differences directly, not just conceptually. The change in the attitude of more skilled players towards less capable players shows that there is a significant process of internalizing social values. This supports the finding that sports can be a medium to build empathy and social solidarity through shared experiences.

In terms of decision making, research findings show that participants are beginning to be able to consider actions before acting. This is in line with research that shows that sports can improve decision-making ability through game situations that require quick and reflective responses [22]. This experience helps children develop critical thinking skills in social situations. The ability of participants in rejecting negative invitations also shows the development of self-control which is an important part of life skills. [23] that extracurricular sports activities are effective in developing life skills through the Positive Youth Development (PYD) approach. Recent research shows that sports intervention can help children in developing self-regulation skills and more adaptive decision-making [24]

In terms of health awareness, research findings show that participants are able to understand the impact of unhealthy behavior in a simple way. This is in line with the health education through sport approach, where sports are used as a medium to convey health messages contextually. This understanding becomes the first step in forming healthy behavior in the future.

Findings related to self-protection show that participants are beginning to have awareness in taking care of themselves in social interaction. This supports research that states that exercise programs can play a role in increasing risk awareness and self-protection ability in children [20].

Overall, the findings of this study show that the development of life skills does not occur through the direct delivery of materials, but through experience-based learning mechanisms. This is in line with the experiential learning theory which emphasizes that learning occurs through experience, reflection, and social interaction. The role of the coach in this research is also an important factor in the learning process. The coach not only functions as an instructor, but also as a facilitator and social model. Recent research shows that the quality of interaction between trainers and participants greatly determines the success of sports programs in developing life skills [25]. [26] explained that the sport for development program must be able to adapt to various changes in context, including social conditions, environment, and specific needs of participants, in order to remain effective in achieving development goals. This adaptation includes the adjustment of training methods, learning approaches, and forms of activities given according to the characteristics of the participants. In the context of this research, the principle is reflected in the implementation of the FIFA Football for Schools program that emphasizes active involvement, activity flexibility, and adaptation to the conditions of children from vulnerable environments to support the optimal development of life skills [27] that the short-term sport for development program is able to improve the physical literacy of children aged 6-10 years. These results confirm that structured sports interventions effectively support the development of children's physical abilities and basic skills. In addition, the social context of the participants is a factor that affects the learning process. Children from vulnerable environments show different responses to certain themes, especially those related to health and social pressure. This is in line with research that emphasizes the importance of considering the social context in the implementation of the sport for development program. The model of this research results shows that the development of life skills occurs through the flow: play experience, social interaction, and reflection. This model supports the findings of

previous research which states that exercise is an effective means in developing life skills through contextual and participatory processes. According to [28] the importance of involvement in strengthening individual participation in sports-based activities. This is relevant to the implementation of FIFA Football for Schools in this study, where the active involvement of children is the key to the development of life skills. High involvement not only increases participation, but also deepens the learning process through social interaction, direct experience, and reflection carried out during the activity. Thus, the more actively children are involved in each activity, the greater their opportunities to internalize values such as cooperation, responsibility, and confidence in daily life.

Thus, this research confirms that the implementation of football-based programs has the potential as an effective social intervention in developing life skills. However, the success of the program depends heavily on the quality of implementation, consistency of implementation, and the role of the trainer in facilitating the learning process.

4 Conclusion

This research shows that the implementation of FIFA Football for Schools contributes to the development of children's life skills from vulnerable environments which includes aspects of self-development, social skills, social awareness, decision-making, health awareness, and self-protection. The development occurs through the process of experience-based learning, social interaction, and reflection during the activity.

Research findings also show that the development of life skills is gradual and not fully stable, which is characterized by the emergence of several negative behaviors. Therefore, program implementation needs to be done sustainably to provide a more optimal impact.

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