

The Relationship Between Physical Fitness Levels and Life Skills Among Students of SMP State 4 Garut

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ABSTRACT

This study aims to examine and analyze the correlation between the level of physical fitness and life skills among students at SMP Negeri 4 Garut. Life skills are a fundamental aspect of human development, influenced by various factors, including physical condition and health. This quantitative research, employing a correlational approach, utilized a purposive sampling technique to determine the sample. Physical fitness data was measured using the Bleep Test, while life skills data was collected via a questionnaire. Data analysis was performed using descriptive statistics and correlation tests. The findings indicate that the students' physical fitness level was predominantly in the "moderate" category, while their life skills were classified as "good." The correlation test revealed a weak but significant positive coefficient. This finding suggests a directional relationship between the two variables: the higher the students' level of physical fitness, the better their life skills ability. Therefore, this study concludes that physical fitness plays a crucial role as a positive supporting factor in the development of students' life skills.

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AUTHORS' CONTRIBUTION

A. Conception and design of the study;
B. Acquisition of data;
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INTRODUCTION

In facing the challenges of the 21st century, life skills have become one of the essential aspects that every individual must possess. Life skills include various fundamental abilities such as communication, collaboration, leadership, decision-making, problem-solving, emotional regulation, as well as critical and creative thinking. Strong life skills enable children to become competent individuals who can communicate, think, make decisions, and master many other abilities, making them a vital foundation (Yulianingsih et al., 2023). The phenomenon of life skills among junior high school students in Indonesia shows an increasing awareness and structured efforts from the government (through curricula and related programs) and schools to equip adolescents with adaptive and positive abilities. However, the greatest challenge lies in

effective implementation, particularly in the areas of emotional, social, and self-regulation skills amid the rapid flow of information and technology, which often triggers psychosocial issues among teenagers. Life skills education is considered crucial for fostering independence, responsibility, and readiness to face real-life challenges. These skills are not only needed in the workplace but also in daily life as part of the capacity to adapt to social, technological, and environmental changes. Life skills serve as essential provisions for children to grow and develop into independent individuals who can rely on themselves (Rakhman & Alam, 2020). Globally, attention to the importance of life-skills development continues to rise, as evidenced by the integration of these aspects into educational curricula across various countries and their use as indicators of 21st-century educational success by UNESCO and WHO. Life skills are essential 21st-century competencies that encompass the abilities to think, communicate, and adapt both in everyday life and in the professional world. Mastery of life skills helps individuals become independent, resilient, and capable of navigating the changing times. Therefore, life skills have become a global focus in education and are used by international institutions as key indicators of learning success.

On the other hand, various studies indicate that physical fitness plays a significant role in supporting the development of life skills. Physical fitness not only affects physical health but also influences an individual's psychological and social conditions. Physical fitness has a positive impact on students' affective development, and students with good physical fitness also tend to achieve better learning outcomes (Suhartoyo et al., 2019). Individuals with good physical fitness generally have higher levels of energy and concentration, greater resilience to stress, and stronger self-confidence. Physical fitness is an important factor for students in engaging in physical activities and sports, which positively contributes to cognitive, psychomotor, and affective development (Suhartoyo et al., 2019). Moreover, participation in physical activities, whether through sports or structured exercise, often provides opportunities to learn values such as cooperation, discipline, responsibility, and conflict-resolution skills—all of which are dimensions of life skills. This shows that physical fitness and life skills are closely related and mutually influence one another. Physical fitness plays a vital role in supporting life-skill development because, in addition to improving physical health, it also has positive effects on psychological, social, and academic aspects. Physically fit individuals tend to be more focused, confident, and resilient to stress. Through physical activity and sports, students also learn important values such as teamwork, discipline, and responsibility, which are all part of life skills.

However, in the Indonesian context—particularly among students—physical fitness has yet to become a primary concern. Based on data from the Ministry of Health and the Ministry of Youth and Sports, the majority of Indonesian youth have low levels of physical activity and lead relatively inactive lifestyles. Sports serve as an important effort to develop high-quality individuals through guidance and training for the younger generation (Rusdin et al., 2023). Sedentary habits such as spending excessive time sitting in front of gadgets, playing video games, and having limited participation in

physical activities have contributed to a general decline in physical fitness levels. Sports are a fundamental need for individuals, as regular exercise can have positive effects on the body and physical development (Roesdiyanto, 2019). At the same time, various social issues have emerged, such as increasing academic stress, low effective communication skills, and decreasing solidarity and social awareness among students. These conditions raise the question of whether there is a relationship between a person's level of physical fitness and their life skills.

Unfortunately, only a limited number of studies explicitly examine the relationship between physical fitness and life skills within the context of Indonesian students. One of the main objectives of physical education is to improve students' physical fitness (Darmawan, 2017). Sports activities in educational settings are often focused solely on physical and cognitive aspects, without integrating social and emotional dimensions as essential components of the learning process. This gap creates a need for scientific studies that can bridge the physical approach (physical fitness) and the development of soft skills (life skills), so that educational and character-building programs can be designed more comprehensively and contextually. Physical education in Indonesia faces a series of challenges that need to be addressed alongside opportunities that can be utilized to enhance its overall quality (Wijayanto et al., 2021). If these issues continue to be overlooked, there is concern that the younger generation may experience setbacks not only in their physical condition but also in their ability to manage themselves and interact healthily within their social environment.

Therefore, this study is essential to examine more deeply the relationship between physical fitness levels and life skills, particularly among students. By understanding this connection, the findings are expected to provide a scientific foundation for developing policies or educational programs that integrate physical aspects and life skills in a balanced manner. This research may also serve as an academic contribution to filling the gap in the literature on character education based on physical activity, as well as a reference for educators, coaches, and policymakers in shaping a generation that is physically healthy and psychosocially mature.

In response to the phenomenon described above, the author considers this issue important to address in student activities in 2025. Through this study, it is expected that the research findings will be beneficial for all students. The researcher is interested in conducting a study entitled "The Relationship Between Physical Fitness Levels and Life Skills Among Students of SMP Negeri 4 Garut."

METHODS

This study was conducted with eighth-grade students at SMP Negeri 4 Garut. The research took place in 2025. The method used in this study is a correlational research method. Correlational studies are designed to determine whether a relationship exists between two or more variables. One characteristic of correlational research is that it does not require a very large number of research subjects (Sugiyono, 2018). This type of

research provides information about the degree of relationship that occurs, rather than determining whether one variable influences another. The variables in this study are: (1) Physical Fitness and (2) Life Skills.

A population is a group or collection of objects or subjects to which the results of a study will be generalized. The population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by the researcher to be studied and from which conclusions are drawn (Sugiyono, 2018). Based on this definition, the population used in this study consists of eighth-grade students at SMP Negeri 4 Garut, totalling 422 individuals. A sample is a part of the population that is selected as research subjects and represents the characteristics of the population. The sampling technique used in this study is purposive sampling, which is a technique for determining samples based on specific considerations (Sugiyono, 2018). Purposive sampling involves selecting samples according to predetermined characteristics that align with the objectives and problems of the research. The sample criteria in this study include eighth-grade students from class VIII B at SMP Negeri 4 Garut, totalling 39 students, who have low levels of physical fitness and consist of both male and female students.

A research instrument is a tool used to measure the value of the variables being studied (Sugiyono, 2018:92). Tests are generally intended to measure various aspects of human behavior, such as knowledge (cognitive), attitudes (affective), and skills (psychomotor) (Suharman, 2018). In this study, the researcher will use the Bleep Test, which has been agreed upon and established as the instrument or testing tool for this research. Thus, the instrument used in this study is the Bleep Test.

The research procedure or data collection process in this study includes: (1) Administering the Bleep Test to determine the level of physical fitness, and (2) Conducting the life skills questionnaire (Anggita, 2024), which consists of 40 questions. The collected data is then converted into a predetermined table using the Physical Fitness Calculation Formula based on established proportions. This conversion produces final test scores that indicate the physical fitness category achieved by each participant.

Analisis data atau pengolahan data merupakan satu langkah penting dalam penelitian. Analisis yang digunakan dalam penelitian ini adalah analisis statistik. Analisis statistik adalah metode pengumpulan dan eksplorasi sejumlah data dengan tujuan untuk mengidentifikasi trend dan pola yang ada di dalam kumpulan data tersebut (DQ Lab, 2021). Teknik pengumpulan analisis data ini (1) Uji Normalitas, (2) Uji Homogen, (3) Uji Hipotesis corelasi.

Date analysis or date processing is an essential step in research. The analysis used in this study is a statistical analysis. Statistical analysis is a method of collecting and exploring data to identify trends and patterns within the dataset (DQ Lab, 2021). The data analysis techniques employed in this study include: (1) Normality Test, (2) Homogeneity Test, and (3) Correlation Hypothesis Test.

RESULTS AND DISCUSSION

This study aims to determine the relationship between physical fitness levels and students' life skills. The data in this research consist of the results of the physical fitness test—using the Bleep Test—and the responses to the life skills questionnaire. The results of the analysis are explained as follows:

The results of the descriptive statistical analysis of students' physical fitness and life skills for the 2025/2026 academic year are as follows:

Table 1.
Descriptives

			Statistic	Std. Error
Kuisisioner	Mean		141,51	2,435
	95% Confidence Interval for Mean	Lower Bound	136,58	
		Upper Bound	146,44	
	5% Trimmed Mean		142,29	
	Median		141,00	
	Variance		231,151	
	Std. Deviation		15,204	
	Minimum		97	
	Maximum		170	
	Range		73	
	Interquartile Range		18	
	Skewness		-,692	,378
	Kurtosis		1,106	,741
Bleep Test	Mean		3,49	,160
	95% Confidence Interval for Mean	Lower Bound	3,16	
		Upper Bound	3,81	
	5% Trimmed Mean		3,49	
	Median		4,00	
	Variance		,993	
	Std. Deviation		,997	
	Minimum		2	
	Maximum		5	
	Range		3	
	Interquartile Range		1	
	Skewness		-,131	,378
	Kurtosis		-,998	,741

Based on the data in Table 1 above, the students' physical fitness and life skills for the 2025/2026 academic year can be presented in Figure 1 as follows:

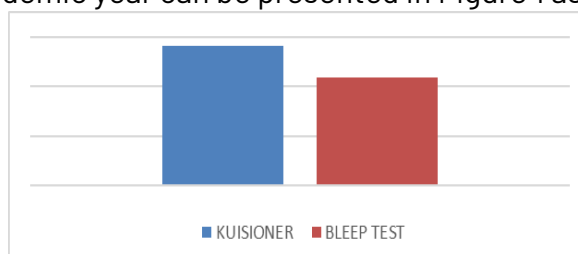


Figure 1.

Results of the Questionnaire and Bleep Test

Based on the diagram above, it can be seen that the students' physical fitness and life skills for the 2025/2026 academic year during the test resulted in an average score

of 3.49, which falls into the moderate category. Meanwhile, the students' life skills had an average score of 141.51, which is categorized as good.

Test of Normality

The normality test is intended to determine whether the variables in the study have a normal distribution. The criteria for the normality test are as follows: if $p \geq 0.05$, the population distribution is considered normal; if $p < 0.05$, the population distribution is not normal. The calculations were performed using the SPSS version 25 software. The results are presented in Table 2 as follows:

Table 2.
Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
KUISIONER	,192	39	,200*	,106	39	,180
BLEEP_TEST	,275	39	,200	,923	39	,180

Based on the results of the normality test in Table 2 above, it can be seen that the significance value (sig.) is greater than 0.05. Therefore, it can be concluded that the data are normally distributed.

Test Homogeneity

The homogeneity test is used to determine whether the sample variance is uniform or not across the population. The criteria for homogeneity are as follows: if $p > 0.05$, the test is considered homogeneous; if $p < 0.05$, the test is considered not homogeneous. The results of the homogeneity test in this study can be seen in Table 3 below:

Table 3.
Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
KUIS_BLEEP	Based on Mean	43,696	1	76	,716
	Based on Median	43,030	1	76	,857
	Based on Median and with adjusted df	43,030	1	38,437	,588
	Based on the trimmed mean	44,549	1	76	,580

From Table 14 above, it can be seen that the pretest-posttest significance value (p) is greater than 0.05, indicating that the data are homogeneous.

Test Correlation

The correlation test is a statistical analysis used to determine whether a relationship exists between two variables and how strong that relationship is. The result is a correlation coefficient, a value ranging from -1 to 1, which indicates the strength and direction of the relationship. A value close to +1 indicates a positive correlation (direct relationship), a value close to -1 indicates a negative correlation (inverse relationship), and a value close to 0 indicates no correlation or a weak relationship. The results of the correlation test in this study are presented in Table 4 as follows.

Table 4.
Correlations

		KUISIONER	BLEEP_TEST
KUISIONER	Pearson Correlation	1	,112
	Sig. (2-tailed)		,499
	N	39	39
BLEEP_TEST	Pearson Correlation	,112	1
	Sig. (2-tailed)	,499	
	N	39	39

Based on the results presented in the table above, the significance value between the Bleep Test and the questionnaire is positive (0.499). This indicates that the tested data have a positive correlation coefficient or a direct relationship. This aligns with the interpretation criteria stating that a value approaching +1 indicates a positive (direct) correlation, a value approaching -1 indicates a negative (inverse) correlation, and a value approaching 0 indicates no or a weak correlation. Therefore, it can be concluded that students' physical fitness, categorized as moderate, has a direct correlation or relationship with their life skills.

This study aims to determine the relationship between physical fitness levels and life skills among students at SMP Negeri 4 Garut. The descriptive analysis shows that the average physical fitness level of the students is 3.49, categorized as "moderate," while the average life skills score is 141.51, categorized as "good." These data were collected through the Bleep Test for physical fitness and a life skills questionnaire (Anggita, 2024).

The normality test indicated that the data were normally distributed, with a significance value (sig.) of 0.05. The homogeneity test also showed that the data were homogeneous, with a significance value of $p > 0.05$. These conditions allowed the correlation hypothesis test to be carried out.

The results of the correlation test show that the significance value between the Bleep Test (physical fitness) and the questionnaire (life skills) is positive, at 0.499. This value is close to 0, indicating that the correlation is weak or that there is little to no relationship. Nevertheless, the study concludes that the correlation coefficient is positive, meaning that the variables have a direct relationship. A positive correlation coefficient indicates a unidirectional relationship, meaning that the higher the level of physical fitness, the higher the students' life skills, and vice versa.

These results indicate that there is a positive, although weak, correlation between physical fitness and life skills. This finding supports the literature stating that physical fitness plays an important role in supporting the development of life skills, as it not only affects physical health but also has positive impacts on psychological, social, and academic aspects. Individuals with good physical fitness tend to have higher levels of energy and concentration, greater resilience to stress, and improved self-confidence. Additionally, participation in physical activities provides opportunities to learn values such as cooperation, discipline, responsibility, and conflict-resolution skills, which are dimensions of life skills. Good physical fitness can also influence learning outcomes and the cognitive, psychomotor, and affective development of students (Suhartoyo et al., 2019).

Therefore, although a positive correlation was found, it is important for educational institutions to design programs that integrate physical fitness and life skills in a balanced manner so that the benefits of physical fitness in supporting life skills can become more evident, stronger, and more significant.

CONCLUSION

This study addresses its main objective regarding the relationship between physical fitness levels and life skills among students at SMP Negeri 4 Garut. The key findings of this research are as follows: (1) There is a positive and significant, although weak, relationship between physical fitness and life skills. This direct relationship indicates that the higher a student's physical fitness level, the better their life skills tend to be. (2) Overall, the students' physical fitness level falls into the "moderate" category. This result shows that most students have not yet reached an optimal level of physical fitness. (3) Students' life skills, which include essential abilities such as communication, leadership, and problem-solving, are generally categorized as "good." These findings implicitly highlight that efforts to improve physical fitness in schools not only impact physical and health aspects but also serve as a positive catalyst in the development of students' life skills. Although the correlation is weak, the results affirm that physical education programs in schools have significant potential to be further developed so that the integration between improving physical fitness and fostering life skills becomes stronger and more tangible.

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