

Pencak Silat Basic Movement Skills of Sport and Health Education Students in the Universities of Central Java and Yogyakarta Regions

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Abstract: *This article describes a survey which belongs to the initial part of an Educational Research and Development in order to develop an effective model of basic Pencak silat movements learning. The survey itself was conducted to obtain data on students skill of the basic Pencak silat movement. The students participated in the survey study were from Sports and Health Education department right before they joined the Pencak silat subject/class, both for theory and practice. The population design of the survey covered university students of Sports and Health Education in Central Java and Yogyakarta Region. Sample was taken using purposive random sampling. Techniques of data collection used in the survey were test and basic Pencak silat measurement. Data were then analyzed through descriptive techniques. The findings of the survey shows that 95% of students who participated in the survey research were lack of mastery for basic Pencak silat movement. Conclusion of the survey is that respondents need join the Pencak silat subject to obtain better mastery of basic Pencak silat movement. The results of this survey is also used as the basis for developing an effective prototype learning model for basic Pencak silat movement.*

Keywords: Basic movement, Pencak silat, Sports and health education students

1. Introduction

Martial arts subjects are compulsory subjects are presented in all programs of study at the Faculty of Sport Sciences or the College that produce educators and teacher training. Only, in the semester how the course is presented, each university is different. For example at the State University of March in the course of Physical Education, Health and Recreation (PJKR) presented at the 5th semester, while in Sport Coaching Education Courses (PKO) are presented in the 5th semester and semester 6. While at of UTP at Surakarta at present in 6. in the half of UNY Yogyakarta for courses PJKR served in the 1st half, while PKO study program presented at the 2nd semester of UNNES Semarang subjects *Pencak silat* presented at the 3rd semester for courses PJKR, while for the program Sports Coaching study presented at the 3rd semester.

Pencak Silat is a cultural heritage of Indonesia and became one of the relics of the ancestors of Indonesia. Pencak Silat is a martial movements that have a philosophy to defend themselves from the dangers of the outside which at times can threaten their safety. Interest disajikannya subjects martial arts at the Institute of Education Personnel (LPTK) among others are students prepared to be able to teach martial arts in education in primary schools (SD/MI), junior high schools (SMP/MTs) and High School (SMA / SMK / MA). In other words, that the students are able to teach martial arts in education underneath. Because the curriculum in schools at all levels of education presents a martial arts subjects.

Martial arts subjects have been given at all levels of education (elementary, junior high school), but the level of understanding and skills of prospective students educators / teachers of physical education and sport (Penjasor) needs to be known. Conditions how the level of understanding and skills possessed by students prior to attending the course

martial arts are also very important to know. The importance of the study of martial arts is that it will be useful in teaching strategies and how much emphasis will be given materials or in other words the material should receive more servings or otherwise. Given the time available in a limited lecture one semester. The collected data is also useful to know how big each individual to know and understand the basic skills of martial arts neighbor.

2. Materials and Methods

Higher education functions on bracing students to be the part of society who have academic competence and/or professionals who can implement, develop, and/or create science, technology, and/or arts (Act and Enactment of Republic Indonesia No. 20, year 2003 about National Education, Article 16 paragraph 1).

This function is re-strengthened by the Government Regulation No. 30 Year 1990 about Higher Education Article 2 Paragraph 1. To be correlated with the necessity of human resources improvement, higher education, in this case, university is demanded to be able to generate high-quality graduates.

As an institution holding significant role in designing qualified instructional system, the Institute of Teachers' Education, well known with LPTK, is responsible to build and maintain the culture of high-quality system in its instructional system. The revolutionary in the whole aspects of life makes today's quality of education is different from yesterday's one. It is even justifiable to state that today's education system will be expired and not implementable tomorrow. Accordingly, the improvement of instructional quality in LPTK is a never-ending process to rejuvenate for betterment as something important to do.

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The main responsibility of LPTK is to generate high-quality teachers. The simple schema to reach it is the students are prepared by lecturers to be ready to teach in any education institution. The theories of teaching-learning process to prepare students to be a high-quality prospective teacher are various. However, the practicality shows differently. It is found that the lecturers rarely implement such theories in their classes. The in-training teachers, in fact, will be more or less influenced and practice the way their lecturers taught them to their own students. It is, then, very beneficial if the lecturers give a good example of how teaching-learning process should take place. In short, the lecturer has strategic position to their students. Not only are lecturers responsible to dig up the students' potential, but also are they the role models for their students in the future.

Factors influencing the learning process of prospective teachers are either external or internal. The external factors consist of lecturers, materials, interaction pattern, learning situation, learning system, and media of technology. In addition, the students see the learning materials do not give contextual examples. In delivering the materials, the lecturers are mostly monotonous and lack of optimizing the teaching media. In terms of the use of teaching media, it is evident that the lecturers will use the only available media to optimize instead of adjusting the media with the learning objectives (Dirjen Dikti, 2005: 2-3).

According to William H. Edwards (2011: 32), there are three domains of skill. They are cognitive skill, perceptual skill, and motor skill. Cognitive skill is a skill of knowing what to do and how to do. Though perceptual and motor skills are necessary in embodying or gaining achievement, in achieving the target, cognitive skill holds significant role.

Perceptual skill is a skill to see or differentiate sensory stimulation which is also necessary to succeed the achievement. Perceptual skill has function to know when and how to act instead of knowing what to do. Perceptual skills are very important in achieving most of action making it often be called as personal-psychomotor skill. In accomplishing an assignment, psychomotor skill is inherent from both cognitive and perceptual skill. However, at many interesting skills to special movement, the quality of the movement is the important one. The determining factor in psychomotor skill is movement quality.

Skill movement is used to replace term of movement skill. Skill movement is movement with certain pattern and form which needs most or all coordination and control of body that can be mastered through learning process (Sugiyanto, 2007: 88). Someone with effective and efficient skill movement deserves to be called with skillful person. It is efficient if someone can minimize the power production to achieve the target.

Skillful movement is basically an efficient movement. The correlation between many factors will cause efficient movement. It is in line with Drowatzky (1975: 34) stating that there are three main components supporting efficient movement. They are physical power and movement ability, sensing quality, and perceptual process.

On the other hand, the supporting elements of skillful and efficient movement according to Broer and Zernicke (1979: 35) are physical element, mental and emotional elements. The three afore-mentioned elements cannot stand alone in embodying skillful and efficient movement. The three of them should work in harmony and good organization. If one of the components does not work optimally, the movement will not be optimal.

The statements from the three experts lead to the conclusion that skillful movement should be supported by several factors simultaneously. If one of the factors cannot work optimally, the whole component will not go optimal.

According to IPSI, basic movement in *Pencak silat* is the well-planned well-directed, well-coordinated, and well-controlled movement as a unity and cannot be separated one to each other. *Pencak silat* can be categorized into five groups. They are (1) attitude establishment, (2) movement establishment, (3) defense technique, and (4) offense technique. In this study, the teaching materials contain the four groups.

Philosophical foundation is very essential to have before developing the materials based on audiovisual media in order that this technology development can give positive benefit for education, Dimiyati dan Mujiono (2000: 111). Related to technology and philosophy, Mario Bungo gives a new discipline called techno-philosophy that is divided into five chapters. They are (1) techno-epistemology, (2) techno-metaphysics, (3) techno-axiology, (4) techno-ethics, and (5) techno-praxiology. Techno-philosophy is in the middle position toward pro and contra perspective on technology as its development is based on the nature of knowledge, benefit, ethics, and properness.

Muhadjir (2001: 278-280) gives neutral morale theory on technology development. They are (1) good and correct action theory (Utilitarian people: Mill and Brandt) who consider correct action creates happiness, (2) imperative morale theory (Immanuel Kant) of the awareness toward the significance of doing things good for good, (3) theory of ethical human resources (John Locke) who see that right on community goodness is necessary, and (4) superiority theory and good middle path of Aristoteles who uses efficiency and creativity.

Based on the philosophical approach of knowledge and technology above, it can be concluded that the development of *Pencak silat* teaching material based on audiovisual media should consider aspects of knowledge and benefit, properness/goodness/efficiency and creativity in the framework of human right, etiquette, and positive law.

To produce teaching materials which are suitable with the needs, needs analysis is conducted. To test the effectiveness of the product to function well, study to test its product effectiveness is necessary (Sugiyono: 2009: 415). As mentioned by Les and Owens (2004: 3) that the first needs assessment, a systematic way determining the gap that exists between where the organization is and where it wishes to be. The second is front-end analysis, a collection of techniques

that can be used in various combinations to help you bridge the gap by determining what solutions will be required.

Pencak silat is one of the subjects programmed by both *Penjaskesrek* and *Penkeppor* of Teacher Training and Education Faculty of both UNS and UTP, Surakarta. The teaching media which are used are still not optimal and in need and urgency of development. It is found that the lecturer and or lecturer-assistants become the model in the learning process of *Pencak silat*. Not all movement are unfortunately able to be practiced by the lecturers. On the other hand, the students' score is not optimal. This finding can be seen from the fact that they do not want to teach *Pencak silat* in microteaching class. Observation, document show that students' score in the subject is not optimal.

For the materials, *Pencak silat* in this study includes (1) basic movement, (2) advanced movement, (3) single-standard movement, (4) group-standard movement, and (5) referee and jury. Then, the media produced in this research and development are limited to basic movement of *Pencak silat* which includes (1) attitude establishment, (2) movement establishment, (3) defense technique, and (4) offense technique.

Jerome S. Bruner (1966: 40-41) states that learning is a package and the rules are very effective to gain knowledge or skills. In lessons should consider four guidelines, namely: (1) learning must be specifically indicated on the experience, (2) learning should specifically refers to knowledge for learners, (3) learning must be specific and effective how much material for learners, and (4) learning must specifically indicate reward and Punishments during the learning process.

So that the learning process can run well, it would require some instruments to measure learning. Related instruments of learning, then Adi Sumarno (2010: 6:55) states that the instrument can be carried out in order to determine the effectiveness of learning yairu: (1) pretest, (2) the posttest, (3) a diagnostic test, and (4) formative tests.

Pretest functions to find and determine the competence of which has been controlled so that the basis for the implementation of learning to be done. Postes serve to assess the effectiveness of the learning process and at the end of learning. The diagnostic test has a function to determine the learning difficulties experienced and the reason for this difficulty. While formative test serves to determine the achievement of learning objectives and mastery of competency.

In the game *Pencak silat* grouped into four categories. The four categories are: (1) category sparring, (2) a single category, (3) doubles, and (4) team category. The opinion in accordance with Rule Match *Pencak silat* PB IPSI states that *Pencak silat* game is played in accordance with the categories set out in the game rules and technical implementation is led by a valid match. The category *Pencak silat* games can be explained as follows:

1) Category sparring is a match *Pencak silat* that featured two fighters from different camps, both facing each other

using the element of defense and attack ie parry / dodge / attack on targets and knock the opponent, using tactics and techniques to compete, stamina and fighting spirit, using rules and patterns that exploit the wealth of technical measures stance, to get a lot of value.

- 2) Category single is a category *Pencak silat* game featuring a fighter demonstrating raw kemahitrannya in single stance correctly, right da steady, full psychiatric, empty-handed and armed and subject to rules and regulations.
- 3) Category double is a category matches *Pencak silat* that featured two fighters from the camp the same, demonstrate proficiency and prosperity of the technical tricks of attack defense ditampilakan planned, effective, aesthetically, steady and logical in a series circuit regularly, both powerful and quick and in slow circuit is full of inspiration with his bare hands and continued dewngan armed, and subject to the rules and regulations that apply to this category.
- 4) Category team is *Pencak silat* game featuring three fighters from the same camp to demonstrate his skills in team moves correctly raw, precise and steady, full of inspiration dsan compact with bare hands and subject to the rules and regulations applicable to this category.

To be able to master the categories that competed in martial arts game, the fighter must master basic motor skills *Pencak silat* first.

According IPSI *Pencak silat* basic motion is a motion planned, directed, coordinated, and controlled which is a unified whole and can not be separated. Meanwhile, according to Johansyah Lubis (2004: 4) there are common characteristics and specific characteristics of *Pencak silat*. The general characteristics *Pencak silat* are as follows: (1) *Pencak silat* to use all parts of the body and limbs of the nail on tip toes or hands through the hair (especially women) to defend themselves, (2) *Pencak silat* done with bare hands or with weapons, (3) *Pencak silat* not require specific weapons, meaning that any object can become a weapon, (4) *Pencak silat* born and grow in harmony with nature.

While the specific characteristics of *Pencak silat* are as follows: (1) The attitude of quiet, limp/relaxed and alert, (2) use the agility, flexibility, speed, and the right target with reflexes to overcome the opponent instead of relying on the strength of power, (3) use the principle of balance, the game position with displacement changes the point of weight, (4) use of every attack and attrition, and (5) to save, save energy and expend little energy as possible (economical).

According Kotot Slamet Riyadi (2003: 4) *Pencak silat* has four aspects. Every single aspect of *Pencak silat* describes the purpose, one with the other is a unity. The fourth aspect that underlies the development of *Pencak silat* into four objectives, namely: (1) *Pencak silat* mental-spiritual education, (2) *Pencak silat* martial, (3) *Pencak silat* art, and (4) *Pencak silat* sport. Here are described each of these aspects:

Generally *Pencak silat* characterized as a result of martial culture of Indonesia, using all parts of the body and limbs as a means to defend themselves and to attack, do not require a specific weapon (any object can be used as a weapon). While specifically *Pencak silat* movement is characterized

by local cultural environment, often performed to the accompaniment of traditional music, and more emphasis to defend themselves from the attack. Istilah used is a martial not attack themselves, because the term is used to mean martial priority is defense not attack themselves.

To master the Pencak silat skills one must master basic motor skills *Pencak silat*. According to Mukholid (2009: 4) basic skills *Pencak silat* grouped into four, namely: (1) the formation of attitudes, (2) the establishment of the motion, (3) protection techniques, and (4) engineering attacks.

a) Establishment of attitude

Formation of attitude is the position of the leg / foot pedestal particular as a basis for doing attitude and motion-attack defense. Formation of attitude learn about the attitude of prayer, respect, upright stance, an attitude of rest, and horses. In general, the attitude of the horses can be distinguished in various positions, namely: horses front, rear horses, horse-riding center, next to the horses, and the horses cross.

b) Establishment of motion

Formation of motion can be interpreted how and where a person moves from one place to another. As for the study on the establishment of the motion is the direction of the eight winds, shapes or patterns of action, pace and attitude pairs.

c) Mechanical protection

Protection is an attempt to thwart attacks by diverting target opponent's attack. According to Mukholid (2009: 19-23) protection in *Pencak silat* can be done in three ways, namely (1) dodgery, (2) defense and (3) avoidance.

d) Mechanical attack

Pencak silat attack technique is a series of movements aimed at the part of the opponent's body. As for the kinds of attacks in *Pencak silat* can be grouped into two punches and kicks. Blow in the direction of attack can be through the front, top, bottom, and sides. While the kick can be done with the position of the body and the track forward, track side, rear path, and the path of the arc.

Methodology

This study uses survey method, whereas tool is in the form of a questionnaire. The questionnaire has spread, then Data obtained as follows: UNS *Penjaskesrek* Studies show that as many as 95 percent of respondents wanted a change in the hearts of Learning *Pencak silat*. Learning as much as 5 percent wanted *Pencak silat* continued as Yang has done.

3. Results and Discussion

The result of this research is information about the value of basic *Pencak silat* skills possessed by students (1) coaching program of State University of Semarang, (2) students of physical, health and recreational education program, State University of Yogyakarta, (3) and the recreation of Sebelas Maret University, (4) the Sebelas Maret University Sports Coaching Program students who will take the *Pencak silat* and theoretical course of practice in 2017. The following shows the value of basic *Pencak silat* skills before following the theory and practice courses of *Pencak silat*:

- 1) Sports Coaching Study Program of Semarang State University

Table 1: Average of basic Pencak Silat in UNNES Semarang

No.	Basic Pencak Silat Items	Average
1	Attitude	0.85
2	Motion	0.96
3	Protection	0.92
4	Attack	1.25

- 2) Study Program of Physical Education, Health and Recreation State University of Yogyakarta

Table 2: Average of basic Pencak Silat in UNY Yogyakarta

No.	Basic Pencak Silat Items	Average
1	Attitude	0.97
2	Motion	0.79
3	Protection	0.85
4	Attack	1.21

- 3) Study Program of Physical Education, Health and recreation of Sebelas Maret University, Surakarta

Table 3: Average of basic Pencak Silat in *Penjaskesrek* Study Program UNS Surakarta

No.	Basic Pencak Silat Items	Average
1	Attitude	1.68
2	Motion	0.89
3	Protection	0.84
4	Attack	2.5

- 4) Sport Coaching Study Program of Sebelas Maret University Surakarta

Table 4: Average of basic Pencak Silat in *Penkepor* Study Program FKIP UNS Surakarta

No.	Basic Pencak Silat Items	Average
1	Attitude	0.9
2	Motion	0.76
3	Protection	0.95
4	Attack	1.29

Reliability Statistics	
Cronbach's Alpha	N of Items
0.935	8

Item-Total Statistics				
	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
Attitude1	10.1	23.403	0.793	0.925
Attitude2	10.07	22.961	0.813	0.923
Motion1	10.27	23.375	0.784	0.926
Motion2	9.97	22.171	0.773	0.927
Protection1	10.37	22.93	0.81	0.924
Protection2	10.13	22.533	0.812	0.923
Attack1	10.77	23.909	0.717	0.93
Attack2	10.47	23.292	0.693	0.932

Data were then analyzed through descriptive techniques. The findings of the survey shows that 95% of students who participated in the survey research were lack of mastery for basic *Pencak silat* movement.

From the above survey findings can be discussed that there are still many students who have not mastered basic motion pencak silat. And they have to follow the lessons *Pencak silat* on education below. There are only 5% of the population gets the value *Pencak silat* reasonable basis. The rest is as much as 95% are still not adequate in the acquisition of skills *Pencak silat*.

Analysis

From the data obtained and the proposed discussion, it can be analyzed that need to be handling the implementation of learning theory and practice in the college *Pencak silat* professionals to achieve the learning objectives. Professionals in learning *Pencak silat* in college can use all the potential that exists.

4. Conclusion

Martial arts skills possessed the students who will follow the course *Pencak silat* still very ugly.

5. Recommendation

The first recommendation proposed is necessary to study further the learning process Pencak silat at the high school level. The second recommendation is a learning process Pencak silat high diperguruan Workforce Education Institutions need to be prepared professional and involves the potential that exists so that learning objectives can be achieved.

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