



## Development Of The Use Of Audio Visual Media In Learning Silat Gembira On The Results Learning Basic Pencak Silat Movements For Muhammadiyah Primary School Students In Banjarsari District

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### Abstract

The purpose of this research is to produce learning media in the learning process of audio-visual-based silat gembira and analyze its effect on learning outcomes.its effect on learning outcomes of basic martial arts movements. Design The research design uses the Research and Development model. Data collection techniques using interviews, questionnaires, tests and observations. Data analysis techniques using Wilcoxon. The results of research on the use of audio-visual media in The results of the research on the use of audio-visual media in learning the basic movements of happy silat are declared feasible to use based on the assessment of media experts, material experts and learning experts. The results of the Wilcoxon test show that there is an effect of using audio-visual media in the learning of basic learning on the learning outcomes of basic martial arts movements. students. The conclusion of this study is that the use of audio-visual media in the learning of learning is able to improve the learning outcomes of basic martial arts movements basic movements of student martial arts.

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## INTRODUCTION

Education becomes capable factor increase quality source Power man . The Indonesian nation can going to to more direction forward , through education Because can create source Power intelligent and competitive human so that capable compete with other countries in the world (Ariani et al., 2021) . Development in the field education is very decisive effort in frame increase quality source Power man (Syarif, 2019) . One of effort realize form Indonesian people who are healthy , strong , skilled and moral through Physical Education Sports and Health (PJOK).

PJOK is eye more lessons emphasize on activity physique . Student invited For more active move , play as well as practice balance and fitness body (Rochman et al., 2020) . PJOK as internal media push Skills motor skills , abilities physical , knowledge , reasoning appreciation values , as well as spiritual moral aspects , because within education physical , sports and health are very concerned base health and maturity (Listiarito, et al, 2012) . PJOK gives chance to student For involved in a way direct in miscellaneous experience Study through activity physical , play and activity sport in a way systematic and purposeful as a medium for increase ability (Rizky, et al, 2013) . Children who have fitness physical Good so will more enthusiastic and enthusiastic moment activities at school (Parista, et al, 2016)

PJOK has diverse material start from sport group until individual . Scope eye PJOK lessons consist of from various aspects , including : 1) Games and sports , 2) Activities development , 3) Gymnastics activities , 4) Activities rhythmic , 5) Water activities , 6) Outdoor education class , 7) Health, where almost entirely do activity physique exception scope more health emphasizes domain cognitive as well as its implementation in life daily (Sucma & Sudarmono, 2020) . In PJOK learning there are Lots type branch sports taught by students like sport big ball and small ball games , sports swimming , gymnastics , sports game traditional

and martial arts but on one branch sport the there is one rare material even No given by the PJOK teacher to participant educate , that is sport self-defense specifically pencak martial arts (Tama & Purwono, 2017) . Pencak material martial arts in PJOK provides contribution big on accomplishments objective education national , because in pencak martial arts student No only must control aspect psychomotor only , but also aspects cognitive , affective and social as well as can build character child school base (Handayani, et al, 2022) .

martial arts as part from sport distributed through School activity . martial arts in material learning is material To use enhancement fitness body student (Sub'han & Hamdani, 2020) . Learning pencak martial arts can make student move and train ability motion basically , but characteristics child ages 6-12 years still like play , so attempted every material movement pencak martial arts given must be have element playing nature fun , but still No leave material principal about what do you want achieved by the child , because with creating a feeling of joy and happiness moment Study pencak martial arts , then arise motivation child For Keep going follow activity learning especially in the field education physical lesson pencak martial arts (Fahrian, et al 2022) . Pencak silat integration in the world of education can give benefit For increase character positive through appreciation values sublime in martial arts . Values sublime pencak the main martial arts is religious , responsive , strong , agile and clever (Muktiani et al., 2020) .

Muktiani (2014) state that in frame realize good learning in learning pencak martial arts , then step initial work done is do analysis on factors difficulty purposeful learning For make indicator design learning . Learning pencak martial arts influenced various helpful factors implementation learning like facilities and infrastructure , teacher ability in control material pencak silat, method learning used . these factors influence walk or or not A learning .

Delivery material pencak martial arts must made as interesting Possible like using learning media about pencak silat , divide student in A groups untuk given task about technique pencak martial arts and every group learn different material . participant educate will interested For Study pencak martial arts , will more Good if student capable give brilliant achievement so that can fragrant Name school (Tamami & Raharjo, 2021)

Development knowledge knowledge and technology the more push effort updates and benefits results technology in the learning process teach (Indriani & Lazulva, 2020) . Teachers are sued capable use appropriate technology with developments over time (Nainggolan & Manulu, 2021) . Teachers must capable develop Skills create the learning media used in delivery material learning, because use of learning media can give convenience for student For follow and understand material presented by the teacher (Nurrohma & Adistana, 2021) . Instructional Media is one of elements that provide contribution realize the development process quality potency participant educate (Raharjo, 2015) . Learning with use approach technology make material learning more fast accepted by students (Lestari & Lanos, 2020) .

Results of *Focus Group Discussion* (FGD) on 27 November 2023 with IGOR Muhammadiyah at SD Muhammadiyah 3 Nusukan, Surakarta City with The participants were 10 teachers , namely Helmy Surya Saputra, S.Pd (SD Muhammadiyah 3 Nusukan ), Deni Nur Susilo, S.Pd (SD SD Muhammadiyah 26 Semanggi ), Pulung Hidayat Sakti, S.Pd (SD SD Muhammadiyah 20 Sidorejo ) Sarijo , S.Pd (SD SD Muhammadiyah 4 ), May rully S.Pd , Jemmy Normansyah , S.Pd (SD Muhammadiyah 5), Achmad Yasin Saputra, S.Pd (SD Muhammadiyah 22 Sruni ), Nadhita Ayu, S.Pd (SD SD Muhammadiyah 8 Jagalan ), Hari Waluyo, S.Pd , Hafid Sinung Efendy , S.Pd (SD Muhammadiyah 1 Kestelan ) and Apriyanto . S.Pd ( SD Muhammadiyah 16) that basically pencak silat at Muhammadiyah Elementary

School indeed refer to Muhammadiyah Central Management , where school must make sport pencak martial arts as eye lesson must but curriculum standard ( national ) yet set , regarding material pencak martial arts submitted to respective areas with provision power teacher active as member Footprint Holy , so cause material pencak martial arts diverse variety . The FGD results also show this that Study technique base pencak silat performed by the teacher during This show part student Still seen not enough enthusiastic in follow learning pencak martial arts Because characteristics rather than sports pencak martial arts that is not own element play so that student not enough feel happy and joyful . Student Elementary school still in category children own characteristics For like play and expression , so For learning education physical education in elementary school is *fun and games* so that No really wrong move pencak martial arts but foster a sense of joy student in Study pencak martial arts with happy heart . Abilities , needs , concerns and interests children different from adults' abilities , needs , interests , and concerns . Therefore It has been Of course not enough suitable when the teacher provides a training program or sport for adults to elementary school children . Children requires a program that special made with interests and needs . This matter in accordance with study previous that one problem main in PJOK education is not enough its effectiveness PJOK teaching in all - schools (Pratama, et al, 2012) . The FGD results also show this that the PJOK teacher has not using learning media based supporting video learning pencak martial arts , teacher give theory and technique base pencak martial arts in branch sport pencak martial arts inside room and teacher example in front or in the field , still Lots participant educate Not yet so understand or not there is learning media about technique base pencak martial arts in branch sport pencak martial arts For help in the learning process , it is very unfortunate If matter This Keep going continues Where actually results Study participant educate Still Can improved if learning

supported by learning media video- based technical tutorials base pencak martial arts in branch sport pencak martial arts . Until moment This Not yet there is learning media video- based technical tutorials base pencak martial arts in branch sport pencak martial arts . So that 's a possible solution done For overcome problem This is development of pencak video learning media martial arts .

Characteristics child Happy elementary school play , have fun moving , happy Work in group as well as like do something in a way directly , making teachers necessary apply appropriate learning models that is learning motion base pencak martial arts happy with a game of course just his movements must supportive and connected with motion base pencak martial arts . Setiawan & Triyanto (2014) state that game is part absolute from life children and games is an integral part of the formation process personality child , so with play and learn child become more Spirit in Study .

Sujana (2016: 99) states that the media is in teach of course role important as tool help For create a learning process taught , then Mr Topan Perdana, S.Pd as the sports teacher coordinator at SD Muhammadiyah 3 Nusukan Surakarta said that need the existence of teaching media technique base pencak martial arts that can made reference or educators ' references or teacher for give material especially in learning pencak martial arts To use facilitate the learning process (Hidayah, & Setiawan (2022) state that development material learning necessary for learning No monotony and development learning this is adjusted with stage growth and development participant educate

Learning process is an activity process Study teach For carry out curriculum in something institution education , in order to get appropriate goals with existing regulations made (Saputro & Raharjo, 2023) , because that 's necessary exists development regarding learning media motion base pencak martial arts in previous PJOK lessons only nature conventional or rather No taught become an audio-visual based

media so make it easier educator or inner teacher look for material learning motion base pencak martial arts and interesting interest students in learning motion base pencak long martial arts This impressed lay even boring .

Observation results in several school at Muhammadiyah Elementary School for learning pencak martial arts in PJOK according to explanation from PJOK teachers found a number of constraint that teaching materials pencak long martial arts This used Still Not yet digital form and only use appearance Images normal even Still in form the picture is not moving , so difficult for student in understand so that objective learning pencak martial arts No achieved that is ability motorbike . material that leads to clues implementation motion base pencak martial arts Still Not yet reach objective appropriate learning with curriculum .

Based on matter the so researcher choose *audio visual* as development of learning media motion base pencak martial arts Because necessity introduction and additions reference for educator or inner teacher give material learning and for interesting interest students in the learning process . Function of learning media that is as tool teach for internal teachers support use method teach more effective and efficient (Subekti & Raharjo, 2023) . This matter customized with competence basic want achieved , characteristics students , suitability educators and learning process time , and supporting things other . Audio visual based media is expected capable increase motivation and can made as source independent learning To use overcome limitations space and time .

A number of study previous about learning media pencak martial arts Once carried out by Khalil and Hamdani (2019) with results that use of modified cardboard media influential to to results Study Skills Pencak Silat T Kick . Sceisariya , et al (2022) did study with ADDIE method , namely : (1) Analyze , (2) Development , (3) Design , (4) Implementation , (5) Evaluation with results that evaluation expert that is media expert with percentage 78% ( good ) , expert

material learning with percentage 93% ( good ), trial group small with percentage 93.33% ( good ), and trial group small and 97.39% ( good ). Keliat , et al (2020) in his research with use application style teach Reciprocal that learning through application style teach reciprocal can increase results Study Kick Beside the students .

Rahmawati, et al (2023) in his research about The Use of Footstep Image Media on Learning Outcomes of Pencak Silat, Tap Art One Face Road Tilu obtained results that there is difference influence results significant learning between group experiments and groups control , then can explained that implementation of image media footsteps give enough influence significant to results learning pencak martial arts art slap tilu road advance one among students at school intermediate on .

Practice media research based *audio visual* provided researcher will give atmosphere different that can be change perception student about material taught . Media based This *audio visual* can also be done help lighten up burden educator or inner teacher give material practice and hope make it easier student absorb material learning in a way fast and efficient as well as Study or exercise Alone Can applied . Utilizing *audio visual* media in the training process making a teacher is not it the only one source exercise players and media expected Can make player active in train .

*Audio visual* is the right soft *file* For make various form available audio visual presentation introspect various media, such as video, animation , images and sound . Use of interactive media with Deep *audio visuals* learning motion base pencak martial arts made alternative learning or exercise For overcome obstacles on . With training media This expected capable make learning or exercise motion base more vary and gain response positive from the students Muhammadiyah Elementary School in the District Banjarsari, Surakarta City. Sutopo & Munir (2023) state success learning showed with mastery material learning by students . Description the interesting attention writer and

backgrounder back writer For do study about influence use of audio visual media in learning martial arts happy to results Study motion base pencak martial arts student Muhammadiyah Elementary School in the District Banjarsari, Surakarta City in 2024.

## METHODS

This type of research is research and development ( *Research and Development* ). The development procedure used consists of the first stage (needs analysis) , the second stage (product development), the third stage (product trial). The data collection used consisted of interviews, questionnaires, questionnaires and observations. Data analysis used Wilcoxon.

## RESULTS AND DISCUSSION

Products produced in the form of audio visual media learning martial arts happy in the form of a power point file that can be operationalized through laptop / computer or Android, preparation the material in the learning media is adjusted with need students at school foundation of Muhammadiyah subdistrict Banjarsari with allocation time for 2 meetings, 6 hours of lessons .

Results test appropriateness form results validation expert media via charging questionnaire obtained results that learning media based on audio visual material martial arts happy at the assessment aspect quality material and aspects fill get evaluation get scores of 5 (very good ) and 4 ( good ) so results from evaluation Which done by expert material that learning media has designed in accordance with need student so that worthy For used or tried out .

Appropriateness use of audio visual media in learning martial arts happy to get it too from validation media expert with use level measurement scale likert . The aspects assessed by media experts are : aspect appearance and aspect programming . Results evaluation aspect appearance and aspect programming get scores of 5 (very good ) and 4 ( good ) , so results from evaluation Which done by expert material that learning media has designed in accordance with

need student so that worthy For used or tried out .

Appropriateness use of audio visual media in learning martial arts happy to get it too from validation expert learning with use level measurement scale likert . Aspects assessed by experts is aspect appearance , aspect content / material and aspects of the learning model with get scores of 5 (very good ) and 4 ( good ), so results from evaluation Which done by expert material that learning media has designed in accordance with need student so that worthy For used or tried out .

Test learning as supporter or amplifier towards learning models audio- visual based to Muhammadiyah Elementary School teachers in Surakarta. In testing group small ( *Small Group Evaluation* ) are 3 teachers with results evaluation questionnaire Which done by the teacher 's response qualitative like own mode score 5 (excellent) based on criteria evaluation scale *likert* . The aspects assessed by the teacher 's response are aspect appearance , aspect content / material and aspects of the learning model . Results from evaluation Which done by expert learning can concluded that learning media deep audio visual based learning martial arts happy in frame increase results Study student has designed in accordance with need student so that worthy For used or tried out .

Trials stage I ( group small ) intended For look for enhancement results Study motion base pencak martial arts among students with learning martial arts happy audio-visual based . After trial group small , then done revision and end of trials carried out as repair products that have been tested try it . Trials group small in students at SD Muhammadiyah 3 Surakarta. Wilcoxon test results were obtained sig value  $0.000 < 0.05$  then  $H_0$  rejected and concluded that there is an influence of the use of audio visual media in learning martial arts happy to results Study motion base pencak martial arts student Muhammadiyah 3 Elementary School in the District Banjarsari, Surakarta City in 2024, so from test results group small group ( *Small Group*

*Evaluation* ) among Muhammadiyah 3 Elementary School students in Kecamatan Banjarsari Surakarta can concluded that audio visual media material learning martial arts happy worthy tried out .

Trials stage II ( group large ) intended For look for enhancement results Study motion base pencak martial arts among students with learning martial arts happy audio-visual based . After trial group small , then done revision and end of trials carried out as repair products that have been tested try it . Trials group big on students SD Muhammadiyah 5, SD Muhammadiyah 20 Sidorejo and SD Muhammadiyah 22 Sruri which are in the District Banjarsari 2024. Wilcoxon test results obtained sig value  $0.000 < 0.05$  then there is an influence of the use of audio visual media in learning martial arts happy to results Study motion base pencak martial arts students of SD Muhammadiyah 5, SD Muhammadiyah 20 Sidorejo and SD Muhammadiyah 22 Sruri in the District Banjarsari in 2024, so material audio visual media learning martial arts happy worthy tried out .

Research result with sample all over Muhammadiyah Elementary School students in the District Banjarsari obtained results in table 1.

Information	Mean
results pretest study	63.4333
results Study posttest	93.1556

Research result is known that comparison mark average posttest with magnitude 93.15 and value The pretest mean was 63.43. This matter use instructional Media audio-visual based can increase results understanding technique base pencak martial arts in learning PJOK get average more tall compared with pretest average , so can concluded instructional Media audio-visual based can increase results understanding motion base pencak martial arts in PJOK learning for Muhammadiyah Elementary School students in the District Banjarsari, Surakarta.

Wilcoxon test results were obtained sig value  $0.000 < 0.05$  then  $H_0$  rejected and concluded that there is an influence of the use of audio visual media in learning martial arts happy

to results Study motion base pencak martial arts student Muhammadiyah Elementary School in the District Banjarsari, Surakarta City in 2024

Use of audio visual media in learning martial arts happy influential to results Study motion base pencak martial arts student Muhammadiyah Elementary School in the District Banjarsari, Surakarta City in 2024. The use of audio visual media is capable make student more motivated inside Study martial arts happy Where proven from average yield yield Study student after the use of audio visual media was 93.15 more increase from results Study martial arts happy that before has an average of 63.43. This matter caused by the use of audio- visual media attractive appearance , with content / material as well as more learning models pleasant for students , because the use of audio visual media is possible give complete explanation accompanied with picture video on each movement martial arts The joy that exists is different with a learning model conventional as long as This given by the PJOK teacher.

Activity learning use audio video in the material martial arts happy give rise to Power pull for teachers and students moment implement because of the interesting audio visuals accompanied with picture and sound capable increase motivation Study student so the learning process motion base martial arts happy pleasant moment implemented .

Effectiveness use of audio visuals in learning motion base martial arts happy is known through one group pretest posttest approach that is with see comparison results Study motion base pencak martial arts student before and after the teacher gives intervention with using audio-visual media. Use of audio visual media at level trust 95% (0.05) obtained Sig 0,000 <0.05 Which means there is influence use of audio visual media in learning martial arts happy influential to results Study motion base pencak martial arts students , p This strengthened with difference in average results Study motion base pencak martial arts student amounting to 93.15 more increase from results Study martial arts happy that before

has an average of 63.43. This matter show that the benefits of media in the learning process is expedite interaction between learner with learner so that activity learning will more effective and efficient , because the use of audio visual media makes delivery material lesson can uniform , learning process become more clear and interesting , be more interactive and can increase quality results Study .

## CONCLUSION

Use of audio visual media in learning motion base silate happy stated worthy used because based on evaluation media expert , expert material and experts learning get mode scores are good (4) and 5 (very good ). Based on trials product group small Daria response the teacher gets mode score 5 ( very good ) while testing in groups big get mode score 4 ( good ). Acquisition the mode score showing that based on assessment product obtained the score already fulfil The minimum requirements for the use of audio visual media have been met determined by the researcher that is score mode 3 ( category Enough in scale likert ) so teaching materials are stated worthy For used as supporter in give material motion base martial arts happy .

The use of audio-visual media has an influence in learning martial arts happy to results Study motion base pencak martial arts student Muhammadiyah Elementary School in the District Banjarsari City of Surakarta in 2024 , p This strengthened with difference in average results Study motion base pencak martial arts student amounting to 93.15 more increase from results Study martial arts happy that before has an average of 63.43.

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