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The Influence of the Progressive Section Method on Single Art Movements in Beginner Athletes

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Abstract

The single art of pencak silat is a competitive category with extremely intricate motions that require exacting skill, steady pace, and simultaneous comprehension of movement. Due to their lack of coordination and expertise, new athletes frequently find it challenging to properly comprehend and grasp the movement sequences. This circumstance emphasizes the necessity of training techniques that can deconstruct intricate movement patterns through organized and methodical learning phases. This study aims to measure the efficiency of the progressive section method on the movement skills of standard single arts for beginner IPSI pencak silat athletes in Cilacap Regency. Standard single arts have a high level of movement complexity, thus requiring a gradual and structured learning approach. This study implemented an experimental design with a one-group pretest–posttest model. The research sample consisted of 12 beginner athletes selected using a saturated sampling method. The research instrument was a standard single arts assessment format according to the PB IPSI guidelines, while data analysis used normality tests and t-tests. The results showed an increase in the average score from pretest to posttest as well as a significant difference between before and after treatment. This indicates that the progressive section method successfully improves the movement skills of standard single arts techniques of beginner athletes. This method facilitates athletes to recognize step-by-step movements, improve technical accuracy, and maintain consistent movement rhythm. Therefore, the progressive section method is recommended as a training technique in the development of beginner pencak silat athletes.

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INTRODUCTION

Pencak silat is a traditional Indonesian martial art that has evolved into a competitive sport that requires mastery of physical, technical, and mental abilities in every movement. Pencak silat competitions comprise several categories, including sparring and TGR (singles, doubles, and team), each with distinct characteristics and performance requirements (Subekti et al., 2025). Assessment components in the arts category focus on movement synchronization, stability, and mastery of space and time during the performance in addition to technical precision (Nur, 2024). Additionally, since the movement sequence must be performed methodically, consistently, and error-free, physical preparedness and strong motor control have a significant impact on an athlete's performance quality in the arts category (Lengkana & Tangkudung, 2019).

One category with a high level of technical complexity is standard single martial arts, which requires athletes to individually perform a series of standard movements with high technical precision, consistent tempo, and appropriate expression (Indrahti et al., 2021). This category consists of seven empty-hand techniques, three techniques using machetes, and four techniques using toya (sticks), which must be completed within a three-minute duration, totaling one hundred movements (Supriyanto et al., 2025). The success of a standard single martial art performance is largely determined by the athlete's ability to integrate the elements of wiraga (precision of movement), wirama (rhythm), and wirasa (appreciation), which simultaneously shape the aesthetic and technical quality of the performance (Fitriya, 2021).

Issues that arose included movements that did not conform to the single martial arts category guidelines established by the Indonesian Pencak Silat Association (Indrahti et al., 2021), inconsistent tempos in each movement sequence, and expressions that did not match the movements. This situation indicates that the teaching strategy used failed to improve mastery of basic techniques in a gradual and organized manner. Choosing a method inconsistent with the characteristics of the learning material and the needs of beginner athletes will impact the challenges in achieving optimal results, thus highlighting the need for a more efficient alternative approach to teaching complex movements such as standard single martial arts.

To address these issues, a learning approach is needed that can address irregularities in movement mastery, improve tempo consistency, and help novice athletes understand movement sequences gradually and systematically. The progressive segment method breaks down complex movement sequences into simpler parts (Juliansyah, 2025).

Previous studies have shown that using the section method improves pencak silat learning. This method has been proven to improve athletes' abilities in performing a series of artistic movements using a machete. By dividing movements into simpler parts, it facilitates the process of mastering the technique (Kartika, 2010). In addition, the application of certain training methods can also increase the speed of the front kick in pencak silat, thus indicating that an organized training approach improves the quality of basic movement techniques (Auliaa et al., 2023). Other studies also reveal that training programs tailored to age characteristics can increase the effectiveness of pencak silat development in early childhood and pre-adolescent age groups (Wardoyo et al., 2020).

However, to date, no research has specifically investigated the effectiveness of the progressive section method in mastering the entire sequence of standard single art movements, including the machete, empty hand, and stick, in novice pencak silat athletes at the district level. Therefore, it is important to examine this research gap to offer a more measurable and comprehensive learning approach to improve the performance of pencak silat athletes at the regional level.

Based on the description above, this study aims to determine how and how effective the use of the progressive section method is on standard single art movements in beginner pencak silat athletes at IPSI Cilacap Regency. Furthermore, this study is expected to provide theoretical contributions to the advancement of sports coaching science, particularly in the field of single art pencak silat, and provide practical guidance for coaches in developing training programs for their athletes. The novelty of this research lies in the comprehensive application of the progressive section method to the entire series of standard solo art movements, which include empty hand, machete, and stick movements, in beginner athletes at the district level. Unlike previous research that generally only examined a portion of the movements or certain types of techniques, this study integrates all components of standard solo art into one learning model in a gradual and structured manner.

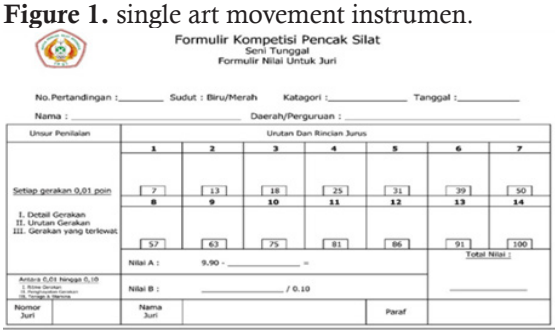
This study has several limitations that should be considered, although its purpose was to evaluate the effectiveness of progressive segment

techniques in single-art movements. The study was initially limited to beginner pencak silat athletes from IPSI Cilacap Regency, so the results cannot be broadly applied to athletes with higher levels of training or in other regions. Furthermore, this study did not conduct a direct comparison with other learning methods, focusing solely on the use of the progressive segment method. Consequently, it is not possible to comprehensively evaluate the relative effectiveness of each.

METHODS

The experimental design in this study is a Pretest-Posttest Design that provides a pretest before treatment, and a posttest afterward to the experimental group (Yuliana & Putri, 2021). This study was conducted in November 2025. The location of the study was at the Padepokan MP Klapagada, Maos District, Cilacap Regency. The population in this study were all 12 beginner athletes of the Ipsi Pencak Silat Solo Art in Cilacap Regency. The sample was 12 beginner athletes of the Ipsi Pencak Silat Solo Art in Cilacap Regency. The sampling technique used was saturated sampling where all members of the population were sampled in this study. The data collection technique used the standard Pencak Silat assessment format for the Single Art category in accordance with the PB IPSI guideline book filled out by each referee and judge as follows **Figure 1.**

Figure 1. single art movement instrumen.


Formulir Kompetisi Pencak Silat
Seni Tunggal
Formulir Nilai Untuk Juri

No.Pertandingan :_____ Sudut : Biru/Merah Katagori :_____ Tanggal :_____

Nama : _____ Daerah/Perguruan : _____

Unsur Penilaian	Urutan Dan Rincian Jurus						
	1	2	3	4	5	6	7
Setiap gerakan 0,01 poin	7	13	18	25	31	39	50
I. Detail Gerakan II. Urutan Gerakan III. Gerakan yang terlewat	8	9	10	11	12	13	14
	57	63	75	81	86	91	100
	Nilai A : 9,90 - _____ =					Total Nilai :	
Antara 0,01 hingga 0,10	Nilai B : _____ / 0.10					_____	
Nomor Juri	Nama Juri				Paraf		

RESULTS AND DISCUSSION

The research findings from evaluating the single arts movement skills of novice pencak silat athletes both before and after receiving therapy using the progressive section approach are presented in this results and discussion section. In order to give a broad picture of the data properties, such as the number of samples, minimum, maximum, average, and standard deviation values, the study results are first presented through a descriptive analysis. The purpose of this examination is to ascertain the trend of changes in the single arts athletes' movement abilities following a methodical, step-by-step training regimen.

Additionally, before doing an inferential analysis, the descriptive analysis results provide a foundation for comprehending the quantitative change in athlete performance. It is anticipated that a comparison of the pretest and posttest results will show variations in scores that indicate how well the progressive segment approach improves mastery of single-art movements. In order to enhance the interpretation of statistical test findings and connect them to pertinent theoretical studies and research aims, descriptive data must be presented.

Table 1. Descriptive Analysis

Variable	Pretest Worry	Posttest Worry
N	12	12
Min	9.40	9.60
Max	9.55	9.85
Mean	9.4827	9.7292
Std. Deviation	0.04827	0.08436

The results **Table 1.** The results of the descriptive analysis show that the pretest single art movement has an N (sample) of 12, an average (mean) of 9.4725, a standard deviation (std.deviation) of 0.04827, a minimum value (min) of 9.40, and a maximum value (max) of 9.55. The results of the descriptive analysis show that the posttest single art movement has an N (sample) of 12, an average (mean) of 9.7292, a standard deviation (std.deviation) of 0.08436, a minimum value (min) of 9.60, and a maximum value (max) of 9.85.

A normality test was performed to determine whether the variables were normally distributed. This normality test was performed using SPSS 23. To determine whether the data was normal, if sig > 0.05, the data was categorized as normal, and if < 0.05, it was considered abnormal. The calculation results are as follows.

Table 2. Normality Test Results

Variable	Shriro-wilk	Sig.	α	Note
Pretest	0.396	0.129	0.05	Normal
Posttest	0.421	0.200	0.05	Normal

Based on the results **Table 2.** Normality Test, it is known that the significance value of the pre-test single art movement is with a Shapiro-Wilk value of 0.396 and a significance level of 0.129 which is greater than α 0.05, so it can be

said that the distribution of the pre-test single art movement follows the distribution of data normality. normal distribution or is normally distributed. Meanwhile, the post-test single art movement with a Shapiro-Wilk value of 0.421 and a significance level of 0.200 is greater than α 0.05, so it can be said that the distribution of the posttest single art movement follows a normal distribution or is normally distributed.

Table 3. Paired T Test

Variable	N	T	Sig. (2-Tailed)	Note
Pretest-Posttest	25	-7.245	0.000	Normal

Based on the results of the **Table 3** paired sample t-test in Table 3, the calculated t value was obtained = -7.245 with a significance value (Sig. 2-tailed) of 0.000. This significance value is smaller than 0.05 ($p < 0.05$), so it can be concluded that there is a significant difference between the pretest and posttest single art movement scores.

These results indicate that the application of the progressive section method has a significant effect on the Solo Art Movement of beginner pencak silat athletes. The difference in scores between before and after treatment indicates that the progressive section method is effective for use as a method for the Solo Art Movement of beginner pencak silat athletes (Maldini et al., 2021).

In line with these findings, improving movement skills in standard single art moves suggests that the progressive section method can support beginner athletes in mastering complex movement sequences more efficiently (Alfarizi, 2018). By breaking down moves into simpler components, athletes can learn each element with greater concentration before combining them into a complete whole. This facilitates athletes in gradually correcting technical errors, maintaining consistent tempo, and improving movement accuracy in accordance with single art assessment standards (Nopitasari Dwi Atik, 2016).

Conceptually, the findings of this study align with motor learning theory, which emphasizes the importance of gradual practice in mastering complex movement skills (Setiawan, 2025). The progressive segment method allows novice athletes to develop a structured understanding of movement, thus minimizing cognitive load during the learning phase. Athletes must not only memorize movement sequences but also understand the quality of each movement, including wiraga (sports), wirama (rhythms), and wirasa (feelings), which are crucial elements in evaluating the art of pencak silat.

The results of this study also support previous findings that state that the section method is effective in teaching pencak silat. Fitria et al., (2025) stated that dividing the steps in pencak silat training helps athletes understand and demonstrate techniques correctly. In addition, Edi Bintoro, Adhe Saputra, (2025) revealed that a planned and gradual training program can significantly improve the quality of basic pencak silat techniques. Therefore, the results of this study are in line with previous findings and expand the use of the progressive section method in the standard single art category as a whole.

CONCLUSION

Based on the research, it can be concluded that the use of the progressive section method is effective in improving the movement ability of standard single art moves for beginner Ipsi pencak silat athletes in Cilacap Regency, as indicated by clear difference in scores between the pretest and posttest results. This method supports athletes to understand movements in a gradual and structured manner so that it can improve technical accuracy, tempo consistency, and the overall quality of the single art move performance, so it is recommended as one of the training methods in the development of beginner pencak silat athletes.

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