



## Student Perception of Learning Models Basic Basic Technique Pencak Silat Based of Multimedia Interactive

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Student Perception; Interactive Multimedia; basic technique Pencak Silat

### Abstract

This study aims to determine students' perceptions about the use of multimedia learning based on (1) students' perceptions of students' teaching styles, (2) the use of technology in learning, (3) the usefulness of technology in learning, (4) the need for multimedia development. This research is a descriptive quantitative research. The results of this study indicate that (1) students' perceptions of learning styles obtained a value of 72.81%, with a good category (2) The use of interactive multimedia in learning 92.14%, very good (3) the usefulness of interactive multimedia in learning 89.64% very useful (4) The need for developing interactive multimedia is 92.50% with the category strongly agree. The results of this study indicate that the students' perceptions of the development of the interactive multimedia-based single-handed single-handed learning model in the physical education study program at Pgri Palembang University are positive, for that it is necessary to develop a learning model for the basic techniques of interactive multimedia-based pencak silat.

### How to Cite

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## INTRODUCTION

Pencak silat is a sport of the nation's heritage and culture. According to pencak silat is a traditional Indonesian martial art rooted in Malay culture and can be found in almost all regions of Indonesia. The introduction of the sport of pencak silat is carried out and disseminated through pencak silat colleges in Indonesia with the introduction of various kinds of moves developed in each school. The pencak silat stance developed is based on the basic technique of pencak silat, namely horses, 2) Attitude, 3) Step Patterns, 4) Defense, 5) Avoidance, 6) Attack, 7) Catching (Lubis & Wardoyo, 2014). The basic technique of pencak silat includes seven elements in motor skills, namely strength, speed, endurance, agility, balance, improvement, and coordination (Decaprio, 2013). The achievements of the sport of pencak silat in Indonesia have been recognized by the world, as proven by the international championships that the athletes of pencak silat have achieved the best achievements that make Indonesia proud. This makes millennials interested in learning the martial arts sport of this pencak silat. The benefits that can be obtained from learning the martial arts sport of pencak silat besides self-defense but also include various aspects, namely: 1). Aspects of mental and spiritual development, 2). Aspects of martial arts skills, 3). Aspects of art and culture and 4). Sports aspect (Lesmana, 2012).

Pencak silat is also included in tertiary courses in the sports education program. Pencak silat is a subject that many students like, it can be seen by the many students' interest in the martial arts of pencak silat, however, the characteristics of learning pencak silat require a lot of meeting time, good planning and learning strategies that must be supported by appropriate learning media, and requires mastery of good movement skills. Mastery of good movement skills must go through different stages. Movement skills have stages in the process. This is reinforced by the opinion which states that «Childhood and adolescence are essential periods for learning, mainly due to the rapid neurodevelopment and greater neural plasticity, that is, experience in this period alters the architecture» (Silva, et.al, 2017), . There are several models to identify and describe this stage, according to (Widiastuti, 2019), the fits and posner model identifies three stages in motor skills, including (1) the cognitive learning stage, (2) the associative learning stage, and (3) the autonomous learning stage . Which

means that mastery of movement skills through a process of stages starting from understanding the correct movements, then making the right movements and doing them continuously so as to create automation movements

Learning in the pencak silat course in the sports education study program at the Palembang PGRI University has been going well, however, there are many things that need to be considered in the learning process. Based on field observations, several obstacles were found in the learning process including limited time in learning, learning resources that still use books, the need for renewal in learning pencak silat. Technological developments affect the lifestyle of society including students, «Technology considered being a big part of people's daily lives; it is important and vital that children learn how to use it at an early age »(Nawzad Lezwan, 2018), Learning using a technology approach makes learning materials more quickly accepted by students (Lanos MEC et al, 2020), this shows that the use of technology in learning really helps students in learning. Technology in education affects the acceleration in the creation and renewal of instructional media. In addition to books as a learning resource, students can also learn using multimedia. «In the multimedia learning process, the emphasis is placed on the need to include differently coded external representations such as texts, formulas, shapes and sounds to encourage learning in a variety of ways ( Duygu & Bayraktar, 2019). Which means that in the multimedia learning process utilizing various needs such as text, formulas, images, audio as a mediator to be placed according to learning needs. Technology in learning using multimedia can provide information that is more fully accepted and attract students to study further in the learning process «Some students may use technologies in alignment with a deep approach to learning» (Ellis, 2017).

In this study, the researcher made a learning media with interactive multimedia to answer the problem solving mentioned above. Interactive multimedia that is made contains basic techniques of pencak silat consisting of horses, punches, parries, kicks and falls. Learning using interactive multimedia can be a choice in the learning process. This is reinforced by (Nusir, et.al, 2012) who stated that «Interactive multimedia, educators unusually refer to the use of multimedia an effective dialogue between the instructor and the students.

## METHOD

This research is a descriptive quantitative research. This research was conducted in the physical education study program FKIP PGRI University in Palembang. The research sample was 40 students. The research used in the form of a questionnaire contains a number of questions that must be answered by respondents (Maksum, 2008). The results of the research data are (1) students' perceptions of teaching styles, (2) the use of technology in learning, (3) the usefulness of technology in learning, (4) the need for multimedia development. The results of the data from the questionnaire that were filled in were then presented with (Sugiyono, 2016) the formula used to process the data as follows:

$$P = (X : Xi) \times 100\%$$

Explanation:

- P : Percentage of evaluation results on trial subjects  
 X : The number of score answers by the test subject.  
 Xi : The maximum number of answers in the assessment by the test subject.  
 100% : Constant

To facilitate conclusions on the results of the analysis of the percentage level of attractiveness and convenience of product development, classification criteria are set **Tabel 1**:

**Tabel 1.** Percentage Analysis

Percentage	Category	Explanation
80-100%	Very good	Can be used without revision
61-80%	Good	Can be used with minor revisions
41-60%	Middle	Not suitable for use, it is recommended not to use it
21-40%	Weak	Can not be used
0-20%	Very Weak	Can not be used

## RESULTS AND DISCUSSION

The data analysis of the research results was obtained based on a questionnaire distributed to students with four indicators using the Guttman scale with the results of the calculation of the frequency of answers, the average score

was (1) Students' perceptions of learning styles obtained a value of 72.81%, with good category (2) The use of interactive multimedia in learning is 92.14%, very good (3) the benefit of interactive multimedia in learning is 89.64%, very useful (4) The need for developing interactive multimedia is 92.50% with the category of strongly agreeing to develop a learning model of the basic techniques of pencak silat-based interactive multimedia interactive multimedia.

Based on the foregoing, it can be concluded that the students' perceptions of the development of the interactive multimedia-based single-handed single style learning model in the physical education study program at PGRI Palembang University are positive. The learning model of the basic techniques of interactive multimedia-based pencak silat makes the learning process easy and can be done anywhere this is confirmed (Colasante & Lang, 2012). "Advances in educational technology offer diverse benefits for tertiary education students, such as flexible anywhere-anytime learning". Students strongly agree if the development of a learning model for the basic techniques of interactive multimedia-based pencak silat is developed.

## CONCLUSION

Students' perceptions of the learning model for the basic techniques of pencak silat that they want to develop are positive and more meaningful. This shows that students understand the main concepts and needs in learning by utilizing interactive multimedia as a supporting medium in learning. Based on this, interactive multimedia can answer constraints regarding time constraints, learning resources in the learning process. The interactive multimedia-based learning model of the basic technique of pencak silat can be useful for lecturers, pencak silat trainers, students and the community in general as reference material in learning the basic techniques of pencak silat.

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