The Influence of Teaching Style and Motor Ability Level Toward Pencak Silat Learning Results on The Fifth Grade Students of SD Hj Isriati Baiturrahman 2 Semarang City

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Article Info	Abstract
	The purpose of this research is to know and analyze: (1) the difference of guided discovery teaching style's influence with part and whole method approach assisted by visual media toward pencak silat learning results, (2) the difference of high and low motor ability level's influence toward pencak silat learning results, and (3) interaction between teaching style and motor ability level toward pencak silat learning style. This research used experimental method in 2x2 factorial design. The sampling technique is by purposive sampling technique and the sample was 48 students from the total population of 152 students. Data analysis techniques in this research used two way analysis of variance (ANOVA) in significance level $\alpha = 0.05$. Conclusions (1) the learning results of pencak silat between the students who taught by using guided discovery teaching style with whole method approach assisted by visual media were better than the students who taught by using guided discovery teaching style with whole method approach assisted by visual media, (2) pencak silat learning results of the students who had high motor ability level were better than by using guided discovery teaching style with whole method approach assisted by visual media the students who had low motor ability level, and (3) there was interaction between teaching style and motor ability toward pencak silat learning results. It is suggested to used teaching style variation of guided discovery with whole method approach which is aided by visual media on the physical learning in term of pencak silat material.

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INTRODUCTION

Sports education helps students become competent, educated, and enthusiastic sportsmen (Niki Tsangaridou, Chrysostomos, 2013).

Pencak Silat becomes one of the important subjects that must be taught in schools that builds students' cognitive, affective, and psychomotor development (Gristyutawati, 2012). One of the education field in which can develop a tough character for children is to provide pencak silat education (Nuraida, 2016).

Researcher did an observation on the fifth grade students of SD Hj Isriati Baiturrahman 2 who include in 4 classes with 152 students. Female students amounted to 83 students and male students amounted to 69 students. Researcher obtained data from the results of pencak silat learning, especially for the sixth theme of elementary school curriculum 2013 class V, Semester 1 learning 5 sub theme 2 Human or animal organ, which contains in it the basic competence 4.4 Practicing variation and combination of locomotor and non locomotor base motion to form the basic movement (*sikap kuda - kuda*) of pencak silat.

It is known that there were still many students who had not reached the minimum criterion value (*KKM*) of the school's provition that is 75, in pencak silat learning in the grade of V there were 58.55% of students who had not reached the minimum criterion value and 41.45% students had reached it with the average class of the quiz marks in pencak silat subject only 73.25 while the average class of the gymnastics quiz marks was 77.66.

The interview data clearly reveal the lack of the mastery of the teacher in providing material for pencak silat. In addition, learning difficulties also comes from the students, Muhammad Dzulfikri, Joko (2013) formulates learning human activity is very vital and will continue to be done as long as humans are alive.

Lack of knowledge of the students in doing *pola kuda-kuda* movement in pencak silat as well as motor abilities or ability to perform various motions which is owned by the students are different. Anggi (2013) motion learning is the ability that students can do to improve the quality of life. Motor ability basically is motion ability which is brought since birth that is general or fundamental that plays role in doing motion both sports movement and non sports (Maimun Nusufi, 2016).

The right teaching style becomes the key of the teacher's success in giving the learning for the students, besides the students' factors also determine the success in the learning itself, such as motor ability of the students that is the initial ability of the students in performing various movements has a major role as the goal of the student learning success.

The support of the use of learning media helps the teacher in delivering learning materials to the students, so learning runs effectively and efficiently. Pencak silat learning with guided discovery method provides opportunities to the students to discover the concept of motion with the teacher's guidance in a structured way.

Some methods especially of PJOK learning that can be applied in pencak silat material are part method and whole method. PJOK learning for elementary level, especially in pencak silat material by looking at the various characteristics of the students (Bustanol, Arifin 2013), it is recommended to utilize visual media.

In general, the benefits of media in learning is to facilitate the interaction between teachers and students, so the learning process will be more effective and efficient (Iwan Falahudin, 2014). One of the learning media of PJOK that can help the students in the process of learning pencak silat is a visual media in the form of images.

The aim of this research is to know: (1) Teaching style includes guided discovery teaching style with part and whole method approach assisted by visual media, (2) Motor ability level that includes high and low motor ability, and (3) Pencak silat learning resuls of the fifth grade students in SD Hj Isriati Baiturrahman 2.

METHODS

This research used experimental method in 2x2 factorial design. The sampling technique is by

purposive sampling technique and the sample was 89 students from the total population of 152 students. Data analysis techniques in this research used two way analysis of variance (ANOVA) in significance level $\alpha = 0.05$.

In the process of the research, the first stage of the research which had been conducted was the researcher conducted a motor ability test by using barrow motor ability test instrument. For determining the height and low of the Motor Ability level which were obtained by the sample.

In the second stage, the researcher conducted assessment and initial test based on cognitive, psychomotor and affective aspects related to the learning materials by using pencak silat basic skills assessment instrument. Then performed the third stage of implementing physical education penjasorkes learning program in accordance with lesson plan (RPP) by implementing guided discovery teaching style with part and whole method approach assisted by visual media.

The design which was applied between-subject design dividing the sample research for the application of different learning models. The final stage, the researcher collected data of pencak silat learning results including cognitive, psychomotor, and affective aspects (same as the preliminary test) with the instrument made by the researcher and adjusted to the provisions applicable to the physical education teacher and school.

RESULTS AND DISCUSSION

Based on the research process which had been conducted, It obtained a comparison of data between pre-test and post-test as a data to obtain answers to the research hypothesis, the table below is the data assessment results. (Table 1)

The table above shows, it had been gained the pre-test and post-test values as a whole between cognitive, psychomotoric, and affective based on the high and low motor ability level in which obtained comparison value as a form of value that would use to determine the teaching style treatment that would be applied to the sample for the learning results.

The value is in the form of dozens with 2 digits behind the comma to adjust the school appraisal format as the determination of *KKM* in physical education subject at the value of 75.00.

Table 1. Pre-test and Post-test Data of Pencak Silat Learning Results

Assist	Motor ability level	Average value of learning result		
		Pre-test	Post-test	Change
Part visual	High	56.16	69.12	12.96
	Low	51.53	61.76	10.23
Whole visual	High	58.56	81.53	22.97
	Low	55.42	72.69	17.27

The sample with guided discovery teaching style part method assisted by visual with high motor ability gained average value of pretest 56.16 and post-test 69.12, it shows that there is a enhancement of 12.96 and for low motor ability gained average value of pre-test 51.53 and post-test 61.76, it shows that there is a enhancement of 10.23. Then the sample with guided discovery teaching style with whole method approach assisted by visual media, high motor ability gained average value of pre-test 58.56 and posttest 81.53 it shows the increase of mean value 22.97 and for low motor ability got the mean value pre-test 55.42 and post-test 72.69 it shows the increase of mean value 17.27.

Then normality test to the data had been conducted by using Kolmogorov Smirnov at a significant level of 5% (a = 0.05) and applied provision that the data is normally distributed if the significance of the value is > 0.05. In this case the researcher used SPSS 16.0 program to perform Kolmogorov Smirnov test and obtained the significance value data that pretest data was 0.059 > 0.05 so the pretest data was normally distributed.

While the significance value for post-test data is 0.200 > 0.05, so the post-test data was normally distributed, then homogeneity test had been conducted with Levene test (SPSS 16.0). By doing the test it was obtained a significance value of 0.458 > 0.05 which means that the data variant between groups were not different or homogeneous.

Hypothesis testing was done by two ways analysis of variance (ANOVA) (SPSS 16.0) and obtained data:

Table 2. ANOVA

Source	df	Mean square	F	Sig.
Corrected model	3	805.722	36.034	.000
Intercept	1	243675.000	1.090e4	.000
Media	1	800.333	35.793	.000
Motor_ability	1	1610.083	72.008	.000
Media * Motor_ability	1	6.750	3.020	.000
Error	44	22.360		
Total	48			
Corrected total	47			

From the results of the data analysis, it answered hypothesis 1 that there was a difference between guided discovery teaching style with part method approach and whole method approach assisted by visual media with description of F_{value} 35.793 > F_{table} 3.34 with sig. 0.00 < 0.05.

Hypothesis 2 there was a difference of influence between the students who had high motor ability and the students who had low motor ability toward pencak silat learning results, with description F_{value} 72.008 > F_{table} 3.34 and sig. 0.000 < 0.05. Hypothesis 3 there was interaction between teaching style and motor ability of the students toward pencak silat learning results, with description F_{value} 3.020 > F_{table} 3.34 and sig. 0.000 < 0.05.

Based on the ANOVA calculations and the different improvements are found in Table 2. It proves that learning results which used guided discovery teaching style with whole method approach assisted by visual media is better than those who taught by using guided discovery teaching style with part method approach assisted by visual media. This happened because each method has features and several different parts of the implementation.

Guided discovery learning is one of the teaching styles aimed to train the students to find concepts independently (Basman, Arifin. (2016). Guided discovery learning, the teacher presents examples, guides to discover patterns in the examples given, and gives conclusions when the students have been able to describe ideas that have been taught by the teacher (Arif Fathurohman, Setya Rahayu, & Sugiharto, 2012). Motor ability level in the application of pencak silat material provides a role to deepen and train the ability of pencak silat during the learning process.

Fenanlampir & Faruq (2015) suggests motor ability is a person's general ability that includes various factors that exist in various types of physical activities. The students who have high motor ability level will be easier to learn new movement and develop their ability toward pencak silat's techniques.

Conversely, in the group of students who have low motor ability level will have difficulty in learning and deepening of pencak silat's techniques in the learning process. In the learning process the capability of students with high motor ability in doing the series of motion pairs are faster than students with low motor ability. At the time of learning, groups of students who have low motor ability at the time of stringing *gerakan pasangan* have difficulty.

Memisevic (2014) explains that the development of motor skills is essential for growth and development of children. The teaching style which was applied is guided discovery with part method approach.

Firdaus & Hidir (2014) says that the part method is a method that teaches a motion skill by breaking the motion into some motions before the motion being woven into a whole series of motion and guided discovery with whole method approach. Putro (2015) whole method is a way to teach motor skills by teaching the whole set of motions at once. Visual media has its own characteristics in the application of the steps, then in its application it also has an influence on pencak silat material.

In pencak silat material, it is identical with the students' motor ability in doing pencak silat practice in the form of *pasang kuda-kuda*. Motor ability which is very related to the technique is the motor ability, and it is known that motor ability has influence on pencak silat material.

CONCLUSION

The results of the analysis and discussion above can be summarized as follows: (1) the learning results of pencak silat between the students who taught by using guided discovery

teaching style with whole method approach assisted by visual media were better than the students who taught by using guided discovery teaching style with whole method approach assisted by visual media, (2) Pencak silat learning results of the students who had high motor ability level were better than by using guided discovery teaching style with whole method approach assisted by visual media the students who had low motor ability level, and (3) there was interaction between teaching style and motor ability toward pencak silat learning results.

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