

Development of Material Teaching of Pencak Silat in Physical Education Classes for 8-12 Years Old in Elementary School

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Abstract

Pencak silat is a new material in the Physical Education subject in Elementary Schools. The existence of pencak silat material in the upper grades of elementary school as a new material makes the need for pencak silat teaching materials become important. There is no material whose contents include pencak silat material that must be mastered by students in accordance with basic competencies at the elementary school level for the upper class. This study aims to develop a product of pencak silat teaching materials that can be implemented in the subjects of physical education in the upper grades of the elementary school. The research method used is Research & Development. This research instrument uses a questionnaire. The research subjects in this study are teaching materials experts, pencak silat experts, physical education teachers, and students. The result of the research is a product of developing pencak silat teaching materials for the upper class in elementary schools. The results of the expert evaluation on the initial product draft were 81.8% in the "good" category. The results of the product feasibility analysis in the first product trial were 85.9% in the "good" category. The product trial II as well as the feasibility test received an 86.8% rating in the "good" category. The conclusion is that the product development of pencak silat teaching materials is feasible to be used in the implementation of physical education subjects, sports and health in pencak silat materials for students in grades 4.5, and 6 at the elementary school.

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INTRODUCTION

Learning with a scientific approach is a learning process designed in such a way that students actively construct concepts, laws or principles through observing stages to identify or find problems, formulate problems, propose or formulate hypotheses, collect data using various techniques, analyze data, draw conclusions and communicate concepts, laws or principles found (Mardiana, 2018).

Pencak Silat is one of the scopes of physical education material that must be taught by a Physical Education teacher in every semester based on the applicable curriculum (Saputra, 2018). Permendikbud No. 37 of 2018 concerning content standards states that one of the basic competencies that must be achieved by students from class IV to class VI is being able to understand and master the material about pencak silat martial arts movements. So there is no reason for a physical education teacher not to teach pencak silat material to his students. Unfortunately, in some findings in the physical education learning process in elementary schools, there are some teachers who are reluctant to provide pencak silat material for several reasons such as the lack of reference books on pencak silat, the difficulty of movement material that must be given to students, the weak interest of students in pencak silat motion material (Agam et al., 2016). and the absence of supporting facilities and infrastructure.

The things that guide the observations are: 1) the suitability of the learning textbook with the basic competencies that must be mastered by students, 2) the adequacy, breadth, and truth of the material in the available textbooks, 3) the suitability of the approach used.

The results of the initial survey, it can be concluded that the implementation of Physical Education learning in elementary schools, especially the material for pencak silat cannot be implemented optimally due to the lack of variety of textbooks and teaching

materials that can be studied by students (Subekti et al., 2021). The background described above becomes a problem that is expected to be solved by the existence of a model of teaching materials that is designed and designed for Physical Education learning, especially pencak silat material in the application of a scientific approach that can be used as a material guide for teachers and students (Fanani, A., & Kusmaharti, 2014). The development that will be carried out is developing "Scientific-Based Teaching Materials" in learning Physical Education material for upper grades of elementary school.

METHODS

The research design used in this study used a development research design or R & D. This study used development research methods to develop pencak silat teaching materials (Liberta Loviana Carolin et al., 2020).

The data in this study uses a mix method where there is qualitative data and there is quantitative data in the research procedure. Qualitative data were obtained from literature review, observation and interviews, while quantitative data were obtained from expert assessment questionnaires.

The research procedures for developing teaching materials are (1) Needs analysis is the first step taken by researchers in this development research. The needs analysis has three stages that must be carried out by researchers, namely literature review, observation and interviews (2) Designing products according to the needs analysis in the form of initial product drafts (3) Expert Validation by three experts, namely teaching materials experts, pencak silat experts, and learning experts (4) Revision of the initial product draft is carried out after receiving assessments and suggestions from teaching materials experts and pencak silat experts (5) Trial 1 is carried out to determine the extent

to which the product is effectively used in the learning process (6) Product revision is carried out after receiving the results of trial 1 (7) trial 2 was carried out to determine the extent to which teaching material products were used on a wider scale (8) After conducting trial 2, the product was then improved and revised based on the results of trial 2 (9) After conducting two trials Tried times and repaired and revised based on advice and input from experts (Nur Wahyudi et al., 2021) .

The analysis used in the study to test the feasibility of the product is a questionnaire that uses options with a Likert scale of 1-5, with the categories of answers being very poor (SK), less (K), sufficient (C), good (B) and very good (SB) (Irsyada, 2016). .

The final result of the analysis of this questionnaire test is expressed by:

$$P (\%) = \frac{f}{N} \times 100$$

Information:

P: The result to look for in percentage

F: The number of scores that will be sought is the percentage

N: The criteria score obtained from the maximum score from the questionnaire

Questionnaire eligibility criteria can be seen in the table:

Table 1. Score Interpretation

Percentage	Category
0 - 20	Very less (SK)
21 - 40	Not enough (K)
41 - 60	Enough (C)
61 - 80	Good (B)
81 - 100	Very Good (SB)

Source: Mahardini, Akhlis, & Sumpono, 2017

RESULTS AND DISCUSSION

The data from the expert evaluation related to aspects of the assessment of teaching materials obtained the following description:

Table 2 Expert Assessment Score Average Results

No	Expert	Results Average Score Rating	Percentage
1	Teaching Material Expert	4.05	80.09
2	Pencak Silat Expert	4.14	82.7
Average		4.05	81.8

The data obtained from filling out questionnaires by teaching materials experts and pencak silat experts are guidelines for stating whether the developed teaching material products are feasible to be tested.

The table above is the average score of the assessment obtained from the experts. The average score obtained is 4.05 and has an average percentage of 81.8%. Based on the criteria previously determined, the average assessment of the experts meets the "good" criteria. So it can be concluded that the product development of pencak silat teaching materials for grades VI, V, and VI in elementary schools can be tested in product I trial.

Initial product revisions are carried out after the product has been validated by experts. Inputs and suggestions from experts are needed for product improvement to be developed before proceeding to the product trial stage I. The following are inputs and suggestions from experts: 1) Improve the depth of the material, add a concept map of the material to be delivered, and include learning objectives and achievements competencies that must be mastered by students in learning. Deepen the material on the material of steps and pencak silat, and change the description of the movement explanation with more instructional language (Nur Wahyudi et al., 2021). 2) Improvement of the presentation feasibility aspect,

improving the order of the material in the teaching materials delivered, sorting the material from simple or easy motion to more difficult material. Changed some of the images and illustrations used (Lungit Wicaksono & Dimas Duta Putra Utama, 2020). 3) Improvements in the aspect of language feasibility improve the use of sentences that have not been effective, and the selection of language that is easier for students to understand. 4) Improvement of

the aspect of the feasibility of graphics, namely improving the background color and writing color, as well as changing the type of font used. Add and resize some used images (Sulistiyorini et al., 2018).

After the product was improved according to the advice of the expert, the product development model for pencak silat teaching materials for the upper class in elementary schools was tested.

Table 3. Improvement of Teaching Material Development Products after Trial 1

No	Parts that need repair	Repair
1	The initial part of the material is added with an introduction to the material or sentences that provoke students' curiosity	Adding pictures and observation rubrics for students as part of the scientific process of observing a movement
2	Presentation of pictures of directions and steps in class 4 pencak silat	Adding a picture of the pattern of Steps and directions in pencak silat which was previously only in the form of explanatory text
3	Addition of a motion assignment rubric at the end of each sub-chapter in the material	Adding a motion practice assignment column at the end of each material sub-chapter
4	In the presentation of some materials for grade 2, the explanation is still too long. Students are still not fully fluent in reading	Fixed grammar as simple as possible but still explains the material in question
5	Adding a stimulus, question or assignment that characterizes the scientific process in each sub-chapter of the material.	Adding columns and rubrics containing questions or assignments with command sentences such as; "let's observe", "let's discuss", "let's try."

The Product II trial is also a test of the feasibility of teaching material products. The product was tested on a product feasibility test conducted in two elementary schools, namely Banyumanik 01 Elementary School, Banyumanik 02 Elementary School. The list of samples in the research development of teaching materials is as follows:

This trial aims to identify the feasibility of the product in teaching and learning activities after the third product revision is carried out (Ashfahany et al., 2017). The data obtained from this feasibility test is used as a reference in revising the final product of the development of pencak silat teaching materials in physical education, sports and health for upper grade elementary school students (Octaviani, 2017).

Table 4. Assessment of Feasibility Test by PJOK Teacher at Banyumanik 01 Elementary School

No	Indicator	Score	Percentage
1	Content eligibility	39	86.7
2	Serving Eligibility	27	90
3	Language Eligibility	9	90
4	Graphic Eligibility	21	84
Total Value		96	87.3
Average		4.36	87.3

Table 5. Assessment of Feasibility Test by PJOK Teacher at Banyumanik 02 Elementary School

No	Indicator	Score	Percentage
1	Content eligibility	39	86.7
2	Serving Eligibility	27	90
3	Language Eligibility	8	80

4	Graphic Eligibility	21	84
Total Value		95	86.4
Average		4.32	86.4

The final product revision process is carried out after the product feasibility test. The improvements to teaching materials after the product feasibility test are as follows:

Table 6. Improvement of Teaching Material Products after Product Trial II

No	Parts that need repair	Repair
1	Content section	Added a summary at the end of the material The addition of illustration images in some parts of the material content
2	Material presentation	Adding student worksheets at the end of the material Added performance test for learners
3	Evaluation	Added an evaluation test of multiple choice questions and descriptions
4	Book presentation	Enlarge and change several types of fonts in some parts of the book Adding an image to the book cover

Researchers make improvements to improve the product. It is expected that students can feel more comfortable in using the teaching materials made as a learning resource (Sucipto et al., 2021).

After the product is perfected, the final product is the development of teaching materials for pencak silat in the subjects of physical education, sports and health for grades IV, V, and VI in elementary schools.

CONCLUSSION

The final result of this development research is the product of developing teaching materials for physical education subjects, sports and health, for pencak silat materials for upper grades at the elementary school level. The product of the development of this teaching material has the following conclusions: This research produces a product of pencak silat teaching material for grades IV, V, and IV in elementary schools that contains material according to Core

Competencies (KI) & Basic Competencies (KD) in the 2013 curriculum by using scientific approach. Expert evaluation on the initial product draft obtained an average value percentage of 81.8% which was included in the "good" category so that it was feasible to be tested. The results of the assessment in the first trial by the experts on the product development of this teaching material obtained an average score percentage of 85.9% so that it was included in the "good" category and deserved to be tested. The results of the assessment in the second trial as well as the feasibility test by the physical education teacher for the product development of teaching materials obtained an average score percentage of 86.8% which was included in the "good" category so that it was feasible to use.

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