

Models of Pencaksilat Learning on Physical and Sport Education in Indonesia: A Meta-Analysis

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Abstract—The purpose of this research is to uncover and analyse various models of Pencaksilat learning in physical and sport education through scientific journal articles that have been published on national and international journals. The research is an analysis on analysis by breaking down some research findings on the similar issue. The data collection technique used in the research is documentation based on primary data. The primary data are assessment results and research findings about models of martial arts learning on physical and sport education. The data validity consist of credibility test, transferability, dependability, and confirmability. Qualitative data analysis used on this research is interactive model by Miles and Huberman that consist of data collection, display, and conclusion drawing or verification. The research findings indicate that there are various models of pencaksilat learning from scientific articles in Indonesia. Those models are the spectrum of teaching style, cooperative model, and tactical approach. Besides there are some that use common model such as direct instruction, the practise style, the inclusion style, the guided discovery style, personalized system and peer teaching. There is a distinctive learning model that called thematic instruction. This model involves music and technology on the learning process. There is no one considered as the best model, however every model has its own characteristic based on learning material and its user.

Keywords: *learning model, pencaksilat, physical education*

I. INTRODUCTION

Martial art of pencaksilat is one of Indonesia heritage. Pencaksilat is product of Indonesian culture where the purpose is to defend, exist, and integrate with environment in order to achieve life harmony and improving religiosity. The form of the culture product is a martial art that has four values (catur tunggal) including arts, sports, self-defense, and spiritual [17, 19]. Pencaksilat is

considered as traditional sport in Indonesia because it is considered as one of objects in Indonesian culture advancement program [1]. Pencaksilat is developed not only in Indonesia but also in international level. There is an organization that manage Pencaksilat around the world called Persekutuan Pencak Silat Antara Bangsa or PERSILAT [18].

Pencaksilat integration in education could give benefit to improve positive character through noble value appreciation in Pencaksilat. The main practice honourable value of Pencaksilat are religious (taqwa), responsive (tanggap), strong (tangguh), agile (tranggon), ingenious (trengginas) [2]. Pencaksilat is part in national culture so that it is integrated in school curriculum as part of physical, sport and health education [3]. Based on *Pemendikbud No.160* bill in 2014 that pass new curriculum of 2006 and curriculum 2013 in 2019/2020, all school in Indonesia must apply curriculum of 2013/K-13. Physical education is a learning process through physical activities designed to improve physical fitness, develop motoric skills, and learn knowledge about healthy life style, fairness, and emotional intelligent [4].

Pencaksilat learning could provide positive influence for health and fitness [5]. Technology utilization in learning process in very important. A good innovative learning model gives good results such as developing creativity, critical thinking and building self-confidence [14]. Learning model is very important to achieving competence. It is a method to create a good learning environment in order to ease learning process [23]. Learning model development is conducted in various ways to support learning process. It is arranged based on education values, psychology theories, system analysis, and other supporting theories [20].

However, physical education in a real condition cannot improve critical thinking for students. This is a proof that the implementation of physical education is very weak.

Based on those issue, the research’s main question is what kind of Models of Pencaksilat learning in physical and sport education that have been assessed and researched. Then, the purpose of the research is to uncover and analysis models of pencaksilat learning in physical and sport education through published scientific journal articles in national and international journals.

II. METHOD

Meta-analysis is the method used for this research. Meta-analysis is an assessment on several research finding on the same issue. It is a method to synthesize a topic taken from several research reports. Based on the synthesize, the researcher draw hypothesize about the research’s problem.

The research uses research findings on the same topic as fundamental data for creating assessment and drawing conclusion. Steps of meta-analysis method on the research is adjusted based on Merriyana [7]. The steps are (1) defining problem or topic that will be assessed, (2) defining research periode, (3) finding research reports related with main topic, (4) reading titles and abstracts of researchs, (5) focusing on problem, research method, data, data analysis, and research finding, (6) categorizing research findings, (7) comparing all research findings with their category, (8) assessing data analysis method used on the research, and (9) drawing conclusion.

The primary data source are opinions, assessments and research findings from scientific articles about models of pencaksilat learning on physical and sport education. The research population are 70 scientific articles.

Research sample is taken using purposive sampling technique with a requirement where the topic of articles must be related with learning or pencaksilat martial art on physical and sport education. Thus, the amount of articles that meet the requirement are 23 scientific articles from national journal. As the data analysis, the research uses qualitative data analysis.

III. RESULTS AND DISCUSSION

From 70 articles, only 23 articles that meet the requirement. In addition the articles provides the latest research findings between 2013 and 2019. Pencaksilat is a kind of martial arts that has been chosen as research topic in physical and sport education learning in Indonesia.

Pencaksilat is included on school curriculum so that it is an interesting topic for researchers. Some of physical education teachers are reluctant

to teach pencaksilat because of some reasons. The common reasons are that they do not know the pencaksilat material or do not master the learning model for teaching pencaksilat.

Table 1. Article Overview

No	Instructional Model	Frequency	Percentage
1	Direct Instruction	1	4.35
2	Cooperative learning	7	30.43
3.	Tactical games	3	13.04
4	The spectrum of teaching Mosston Style		
	The command style	4	30.77
	The practise style	1	4.35
	The inclusion style	1	4.35
	The guided discovery style	3	13.04
5	Personalized system	1	4.35
6	Peer teaching	1	4.35
7	Thematic instruction	1	4.35
Total		23	100

Based on scientific articles found on journal, pencaksilat learning in physical and sport education mostly uses model from Mosston, general learning models, and specific learning model that emphasize on character building. Teaching style is a special guidance for episode structure learning [16].

From the analysis result indicates that commando teaching style usage percentage is 30.77%. On every style anatomy, Mosston assess it based on three decision, pre-meeting, during meeting and post-meeting [9, 16]. Commando model is the first part of mosston style spectrum [16]. In this model, all learning process is handled by the teacher, so that it makes student become less independent. Student is not involved in creating the learning process. What they need to do is just following the order or command created by teacher. Students’ activity are limited because they only can do the assignment. However it also has a good side where students will have high level activity and they will feel included and motivated. They also can build their discipline attitude because they have to follow the rules created by teacher. Even tough the model is a good was to develop students’ physical, it is could not develop other aspects such as critical thinking, cognition development, social and emotion [16]. It is not a bad learning model, however it is not suitable for skill type material that is new for students. It also can be used to create learning is a group such as aerobic, foot drill, or classic self-defense or martial art. New students should be involved in learning skill type material. They must understand the fundamental of the material and should not only just follow the

material blindly. One of research data indicates that there are some physical education teacher that uses computer to deliver learning materials but then switch using commando method again for the main process.

The next model is cooperative learning that the usage percentage is 30.43%. The most important part about this model is that it groups students into learning team in order to define the learning time and assignment. The purpose of learning group is that all students will take a part on learning process and result [8]. For physical education teachers, this learning model is suitable for theoretical material but they need to put effort to learn how to implement this model for practical lesson. The main concern of it is establishing cooperation to solve problems. However, problems in physical education are not only about cognition but also about physical issues especially related with physical or movement procedure. Problem about movement can be solved with cognition solution. Solution about factual, conceptual, procedural, and metacognition can be used to support solution of movement issues.

This model can develop students' critical thinking skill because they need to create a good teamwork in order to solve the assignment from the teacher. Students' creativity based on rational thinking can be measured and developed with trainings [13]. Research findings indicate that this model is commonly employed on various cooperative learning. Teachers choose jigsaw and STAD (Student Teams-Achievement Division). Cooperative model of STAD is more simple than jigsaw in term of group creation. STAD does not need specific rules on Jigsaw type. As a result, physical education teachers frequently use STAP cooperative learning model on pencaksilat learning.

The next model is tactical games which its percentage usage is 13.04%. This model is commonly used for games learning material. It can be used for physical education learning model. On initial stage, students need to be told about the warming up movements that should be fun, easy, and can be followed by all students. By transforming the material as tactical game, it will be more engaging and students may give more attention.

Games can be used during warming up in order to create fun environment and motivate them. If necessary, warming up movement can be modified to achieve them. Tactical games model can be used for competition or fighting tactical games. Thus, it is very suitable for pencaksilat.

The other Mosston model is Guided Discovery that its percentage of usage is 14.04%. This teaching style develops students' physic and thinking ability. It requires teachers to arrange

questions with a sequences of correct answers [16]. Guided discovery is a model that focus on problem solving that has two type, convergent and divergent. Convergent type only takes one correct answer. The answer must describe correct concept, ideas, or principle. As divergent type, there may be multiple correct answers. In order to find correct answers, students need stimulation that lead to solve the problems [9, 16].

Teaching styles by Mosston that commonly used are commando, training, reciprocal, guided discovery, and inclusion [9]. These styles is sorted based on students' independency from low to high. Then, general learning models that are commonly researched are cooperative learning, direct instruction, individual, group and peer to peer. As for specific learning models that are investigated include playing model, multimedia based model, modified commando with pencaksilat gymnastic [15], music [13] and character development in pencaksilat. For more complete detail of models percentage, you can see table 1.

In reality, pencaksilat learning has developed. The paradigm in pencaksilat learning has been shifted from teacher-centered to student-centered. It is a good news where in pencaksilat learning either students or teachers have awareness that learning material or information can be accessed easily from various learning media. However, the way how to deliver the learning information need to be improved and alternative learning resources must be managed well. Thus the learning material can be easily accessed by everyone and learning process will be fun and meaningful.

There is no model that is considered as the best or the most right model. Learning model is chosen based on student characteristics and materials. Other learning model such as Direct Instruction, The Practise Style, The Inclusion Style, The Guided Discovery Style, Personalized Style, Peer Teaching, and Thematic Instruction can be used effectively as long as the model is suitable with the needs to achieve competence.

IV. CONCLUSION

Based on findings in the scientific articles from journals, pencaksilat learning on school in Indonesia is commonly delivered using model of commando, cooperative, and tactical approach. In addition, there are other models that are available such as Direct Instruction, The practise style, The inclusion style, The guided discovery style, Personalized system, Peer teaching, and Thematic instruction. However. Every type of learning model is designed with specific purpose and need certain requirement. As a result every type of the model is unique and cannot be compared in term which one is better than others. Students and learning materials are important factor for

choosing which model is the most suitable to be implemented. Teachers must understand his situation and condition such as their students' need and available infrastructure and martial arts learning tools. This, there is no model considered as the best because a learning model is chosen based on the characteristics of student and material.

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