

Pencak Silat Learning Model as an Implementation of the 2013 Curriculum in Junior High Schools in the Special Region of Yogyakarta

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Abstract- An appropriate and systematic learning model is important for achieving learning goals. The learning model contains guidelines for teachers to carry out the learning activities. The approach used in the 2013 curriculum is a scientific approach in which there are several learning models, namely Inquiry Learning, Discovery Learning, Project Based Learning, and Problem Based Learning. The model is adapted to the material so that it can stimulate student enthusiasm to be actively involved in the learning process. Learning resources which contain learning models are needed as a reference, developing teacher creativity and reducing obstacles in the learning process. Therefore, a need assessment is required to describe the needs of teachers in the learning model that is suitable for teaching material, especially *pencak silat* martial art at the junior high school level. The method used in this study was a survey method with the type of *mix methods* research. The sampling technique was purposive sampling at 30 junior high school sports teachers in Sleman. The type of questionnaire used to obtain information is an open-ended question. The results of the need assessment show that the learning model used to teach *pencak silat* is Problem Based Learning. Learning resources or technical instructions for implementing learning are still limited and teachers need instruction modules in teaching *pencak silat* with Problem Based Learning learning models

Keywords: curriculum, learning, model, *pencak silat*

I. INTRODUCTION

Education is a serious concern for Indonesian government. Various programs have been arranged to improve the quality of the nation's education, one of the efforts being made is to develop curriculum. The curriculum is needed as one instrument to achieve educational goals by containing a set of rules in the implementation of education at all levels. Indonesia has experienced several curriculum changes. The curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the ways used as guidelines for organizing learning activities to achieve certain educational goals [1]. Two dimensions in the administration of the curriculum are plans and arrangements regarding the objectives, content, and learning materials, while the second is the method used in learning activities.

The 2013 curriculum rationale was developed based on two factors namely internal factors and external factors. Internal factors related to the condition of education refer to the eight National Education Standards which include content standards, process standards, graduate competency standards, education and education personnel standards, facilities and infrastructure standards, management standards, financing standards, and education assessment standards. While external factors are related to the current globalization and various environmental issues, technological and information advancements, and the development of education at the international level.

The implementation of the 2013 curriculum which is based on character and competence must involve all components, including components contained in the education system itself. The learning process is one component of the National Education Standards which is a major change in the application of the new curriculum. The application of the curriculum is certainly done in stages. The most prominent changes to the learning process are in the learning approaches and strategies known as the scientific approach.

The development of the 2013 curriculum requires an active role of educators in the learning process in the classroom. Mechanism and strategy of the 2013 curriculum can be used to improve teaching and learning activities in the classroom. Sport is a physical activity that is beneficial for physical and mental health. Exercise is also proven to increase a person's productivity. Someone who regularly exercise has a fit body so that he can carry out activities without significant exhaustion. Sport is a physical activity that is programmed and structured to obtain health and achievement in the form of games, competitions and various other physical activities that involve. Apart from physical and mental health, other benefits of sports are as a means of socializing with others.

Physical education is an integral part of the overall education system. Therefore, physical education must be directed towards the achievement of educational goals. Therefore, physical education must be directed towards the achievement of educational goals. The purpose of physical education is to raise awareness about the importance of physical activity and develop self-management skills in

efforts to maintain physical fitness. The scope of physical education in Physical Education Sport and Health subjects, namely games and sports activities, fitness activities, martial arts activities, gymnastic activities and rhythmic movements, water activities, and health Physical activity through martial arts selected at the secondary school level is martial arts silat. Schools can also choose other martial arts sports (karate, taekwondo, judo) according to the situation and conditions of the school. Martial arts activities taught at junior high school is *pencak silat*. *Pencak silat* has many positive values that can be applied in everyday life. *Pencak silat* is a genuine Indonesian martial sport that is full of noble values. *Pencak silat* can be used as a means of character formation because it has values that can develop characters such as spiritual, martial, arts, and sports [3]

The essential of *Pencak silat* is the substance and means of mental and spiritual education and physical education form human beings who are able to live and practice the teachings of noble philosophy of character. specific movements of martial arts in 8th grade, and understand variations and combinations in martial arts in 9th grade. The material taught includes the stance of the kuda-kuda, the pattern of steps, attacks, and avoidance. Teachers are required to master the basic motion material, variations, and combinations of *pencak silat* techniques so that the material and learning objectives can be achieved.

The scientific approach is the emphasis on the 2013 curriculum. The scientific approach is an approach that deals on the cognitive, affective, and psychomotor domains. The final result of this approach is to make students into good human beings (soft skills) and people who have skills and knowledge (hard skills). Learning model is a set of plans for carrying out learning in class. The learning model refers to the approach used including learning goals, stages in learning activities, learning environment and classroom management. [5] The learning model in the 2013 Curriculum uses an appropriate scientific approach is discovery learning, project-based learning, problems -based learning, and inquiry learning [2] This model is expected to be an effective approach to transfer knowledge and stimulate students' critical thinking skills. Scientific approach with appropriate learning models is expected to be a golden point of success in the learning process, especially in *pencak silat* material

II. METHOD

The method used in this study is a survey method with the type of mix methods research. Mixed methods are procedures for collecting, analyzing and mixing quantitative and qualitative data in a research or multiphase research series [7]. Data was collected using two (2) techniques, namely literature review and field survey. Mixed methods research seeks to gather valid and reliable data or information. The subjects used in this study were 30 sports teachers at the junior high school level in Sleman Regency. The technique of data collection is done by using open-ended questions consisting of 15 questions created via Google Form. Data collection techniques were carried out using open-ended questions consisting of 15 questions. There are 10 choices of questioners and 5 description questions in which the trainer description questions are

freed to answer questions according to their thoughts. Data were analyzed using mixed methods statistics.

III. RESULTS AND DISCUSSION

The instrument used in this study was an open-end question questionnaire. The researcher distributes questionnaires through Google forms which are then filled out online by the teacher so that answers can be directly seen by researchers. The questionnaire contains questions relating to (1) the implementation of *pencak silat* learning (2) understanding of the material (3) learning models (4) the need for learning modules (5) learning resources for teachers

Table 1. Open Questionnaire Results

| Number | Indicator | Yes (%) | No (%) |
|--------|--------------------------------------------------------------------------------------------|---------|--------|
| 1 | Implementing martial art material | 70 | 30 |
| 2 | Understanding <i>pencak silat</i> material explained by teachers | 30 | 70 |
| 3 | Applying problem based learning to teach <i>pencak silat</i> | 70 | 30 |
| 4 | Having learning resources on learning models | 30 | 70 |
| 5 | The need for learning modules with the problem based learning mdl on martial arts material | 90 | 10 |

Table 1 shows that some teachers have already implemented *pencak silat* martial arts in learning activities. However, there are some teachers who do not teach *pencak silat* or other martial arts activities in their schools. Mastery of the material, difficulty choosing a learning model, the absence of modules as a reference is the obstacle for teachers in the process of achieving competence in the material of martial arts activities. 70% of teachers in Sleman Regency use the Problem Based Learning model and the rest 30% using other learning models. Learning resources that are used as guidelines for implementing learning are still very low, with only 30% of teachers having them. Almost all teachers need a learning module with a Problem Based Learning model to teach *pencak silat* material at the junior high school level.

IV. DISCUSSION

Pencak silat learning at schools in Yogyakarta Province is not yet good. The understanding of physical education teachers at the middle school level in Sleman region is still relatively low [7]. Other studies have shown that teachers' understanding of *pencak silat* material in the Gunungkidul area falls into the less category [8] Low levels of teacher understanding of the material have a direct impact on the variation of the learning model applied. These problems are then summarized in the questions in the questionnaire. The initial problem that arises in the

implementation of *pencak silat* learning is that teachers have not fully mastered the material even there are still some schools that do not teach *pencak silat*. The difficulty encountered by many teachers is that teachers' understanding of *pencak silat* is still relatively low so teachers choose not to teach this material.

The learning model used by teachers to choose appropriate techniques, strategies and methods is still not fully understood by the teacher. The difficulties in choosing learning models on *pencak silat* are obstacles that must be overcome immediately so that the material can be taught to students. Problem Based Learning as one of the models most chosen by teachers apparently has not been able to answer this challenge. Teachers have not been able to orientate contextual *pencak silat* problems in order to stimulate students to learn. Once again, mastery of the material is needed by the teacher to overcome this problem.

Limited learning resources can also be a barrier to teachers in compiling learning steps consisting of various structured activities to achieve the desired competencies. The teacher who teaches *pencak silat* is only fixated on the teacher's book given by the school and directs students to perform various tasks that are presented in the student book. The implementation of such learning makes students feel bored because the activity is only fixated on books that do not stimulate student creativity. Teachers must actively create interesting learning sequences so that lessons become meaningful and students can integrate knowledge and skills to be applied in relevant contexts.

Modules as manuals can help teachers get ideas about interesting learning designs for students. The teacher does not yet have a module that contains instructions for implementing learning with one of the learning models with a scientific approach that is Problem Based Learning. The right model and systematic implementation gives students the opportunity to develop the potential to make their cognitive, affective, and psychomotor abilities increase and learning objectives are achieved.

V. CONCLUSIONS

Development of the learning model Problem Based Learning as the implementation of the Curriculum on *pencak silat* material is needed to make students think critically, foster initiative and creativity. The problem based learning model is implemented by providing stimuli in the form of problems which are then solved so that students' knowledge and skills that are expected to increase.

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