

# The Development of Model Pencak Silat Curriculum for Primary School

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## ABSTRACT

The aim of this research is to design the model of pencak silat curriculum for primary school. The type of this research was development research. Technique of data collection was done by expert test (construct validity) to develop the model. The source of data are involved curriculum experts, pencak silat experts and early-age counseling experts. The data was collected through questionnaires and interviews. The result of this research can be concluded that the development of pencak silat curriculum can be applied in pencak silat training for primary school.

**Keywords:** *Pencak silat curriculum, primary school.*

## 1. INTRODUCTION

Pencak silat is the indigenous heritage of Indonesian nation, which consists of various colleges / schools of pencak silat. The history of the birth of pencak silat is not known for certain, but martial arts have made possible in the country since human civilization in Indonesia. The development of Pencak Silat history can be divided into two ages, consisting of "1) Pre-History Age, 2) History Age, divided into five, namely: (a) The Age of Kingdoms, (b) The Age of the Kingdom of Islam, (c) The Dutch colonial era, (d) the Japanese colonial era, and (e) the era of independence" [1]. West Sumatra is one region of Indonesia that has a traditional culture basandi sarak, sarak besandi kitabullah. Implementation of the culture is the men have a habit of sleeping at night in surau. After studying youth practicing silek. So the ancients of every youth practiced silek. The habit of kaji while basilek is the main capital for minangkabau youth in wander. In the future, the young men of minangkabau in wanderers are known and respected as nomads because they have a pious attitude (who know the religion) and bekepandaian (have martial arts).

Many factors influence the development of Pencak Silat as the nation's culture. Both as a sports achievement, as well as a sport tradition. Based on the research conducted by the research team, the factors that influence the development of martial arts from the physical, mental, and media in the exercise. In terms of exercise management, traditional silek still emphasizes experience, not referring to the progress of science on exercise. Seen by not using a written exercise program, no attention to the needs of children training and so forth. In addition, to further introduce the culture of western Sumatra, especially pencak silat one that can be utilized is through reference books. In this case, especially about pencak silat reference books are very rare. In the end people are less familiar with the flow of Pencak Silat in West Sumatra.

This is one of the causes of the development of martial arts [1].

To achieve the optimal achievement, there are 4 (four) components to be considered namely the physical condition, technique, tactics and mental [1]. In addition to these four components, there is the most important thing in a process of achievement of achievement, namely coaching achievements made since early. One of the most decisive factors is the coaching of athletes of an early age. Another factor that greatly affects the success of achievement is the ability of one's technique. This is explained that technique is the most important element in achievement [2].

The problem that occurs is how to train good techniques for athletes early age. The coaching of young athletes of the future is an important issue in the development of pencak silat in Indonesia. Aspects of exercise that need to be developed in young children are primarily basic motion skills (techniques) with good basic physical skills. Therefore, each coach is required to understand the training stages of the exercise aspect so as to know when and how much the training portion for multilateral and specialization. Fighter with high quality technique can be generated if the young player (grassroot and youth) coaching is done well, right and directed. Young player coaching should be oriented to coaching players that include techniques, tactics supported physical abilities, and mental. The four elements of achievement interrelate each other. To get a good athlete seed, must have qualified human resources and supported by external / exogenous factors such as qualified trainers.

The next problem that arises from this policy is the emergence of egoization from martial arts colleges who were given confidence in fostering extracurricular school. In addition, in terms of the final assessment in the extracurricular process is a non-uniform final evaluation. This is because the curriculum applied is not the same, not

unidirectional and diverse. In the end the assessment is only based on college. In addition, the developed training models are still natural. The point here is that in the preparation of trainer training programs many ignore the practice principles. Especially on the beginner athlete. One such case is the presence of coaches that impose training that is incompatible with the athlete's abilities. Thus causing the cedra on the athlete. And based on case studies during the researcher becoming trainer, the average west java athlete suffered permanent injury due to the pattern of training applied in colleges that rely solely on experiences rather than based on coaching science. And not just on the physical side, athletes will also easily experience various psychological problems due to the mistake of treatment during exercise. Departing from this problem, then there should be equation of pandang angle related curriculum developed at school must be uniform. The goal is to make the material equation given in the process of martial arts coaching at school. From the material equation, then the ultimate goal is the lattice equation. No occurrence of mistreatment of athletes who are nurtured. In the end, this curriculum becomes a guidance in the development of pencak silat in schools.

## 2. METHOD

The type of research developed is development research. The following research procedure: "establishes research and development research procedures consisting of the following steps: (1) exploring potentials and problems, (2) data collection, (3) product design, (4) design validation, (5) revision Design, (6) product trial, (7) product revision, (8) trial usage, (9) product revision, and (10) mass production. In order to further clarify the steps of research, the following is presented a picture of the steps in research and development research" [3].

This research is a research designed in 2 stages. The first stage is the projection stage of design and development of tools and tool characterization. The second stage is testing and refining tools. In this case, the Approach in this development research adopts the steps developed by Borg and Gall, which are 10 stages of product development research: (1) Conducting research and gathering information (2) Planning (3) Developing initial product form (4) ) conducts preliminary field testing (using 6 - 12 subjects) (5) revises the main product (6) conducts primary field testing (7) revises the product (based on the main field experiments and results). (8) Large-scale field trials (9) revised final products and (10) product finalization. The first year consists of preliminary research, initial product design and tool characterization. While the second year starts from testing and refinement of the tool until field trial is limited.

In accordance with the purpose of research, then the analysis technique in this research is done through validity and reliability test instrument. Validity test is done through construct validity test, while reliability test with test and retest test in small and big group [4].

## 3. RESULTS

The final goal in this research is to design the traditional pencak silat learning curriculum with traditional pencak silat needs for elementary school students. And therefore, this exercise model is designed based on the material analysis required for elementary students. This is adapted to the conditions and characteristics of elementary students. Material content consists of basic attitudes, horses, raids and polal steps in traditional silk.

In this study, in accordance with the stages arranged in the development research is preceded by a preliminary study. The purpose of preliminary study in this study is to review and examine various matters relating to the model of physical condition training according to the needs of martial arts. A preliminary study was conducted through various methods, namely literature review and Focus Discussion Group (FGD) from several experts related to the research conducted. In this study the experts involved are sports coaching experts, martial arts experts, and media learning experts. From the FGD and the input of experts, it can be concluded several things as follows: (1), The traditionally developed martial arts curriculum model is adapted to the characteristics of elementary school students; (2), Traditional martial arts curriculum model developed by movement type and difficulty level and coordination of repair movement; (3), Traditional martial arts curriculum models developed for attack and defense materials should be reduced in the form of attacks and defences; (4), Model exercises developed pay attention to the element of physical condition and energy system in pencak silat; (5), Model exercises designed to take into account individual differences athletes; (6) The exercise model has instructions and guides in the form of video.

Based on the results of the discussion, the researchers and the team perform the design of physical exercise model of martial arts. Based on the discussion of the research team, then got the model of pencak silat pencak silat for elementary school students. Traditional pencak silat curriculum is oriented to technical ability and has not been so directed to the physical condition. Below is the model of pencak silat learning curriculum for elementary school students consisting of 4 semesters (beginning practice from grade 4). Each level is tested up level. The curriculum is as in the table below:

| No               | Subject         | Sub subject   | Details Subject   |
|------------------|-----------------|---------------|-------------------|
| 1                | Sikap Silat     | Sikap Berdiri | Berdiri Tegak     |
|                  |                 |               | berdiri istirahat |
|                  |                 | Sikap Jongko  | Jongkok depan     |
|                  |                 |               | Jongko Kiri       |
|                  |                 |               | JongkokKanan      |
|                  |                 | SikapDuduk    | Duduk Muko        |
|                  |                 |               | Duduk Basilo      |
|                  |                 |               | DudukBasimpuah    |
|                  |                 | Sikap Rabah   | Rabah Muko        |
|                  |                 |               | Rabah Balakang    |
| Sikap Terlungkup | Berbaring Kanan |               |                   |
|                  | Berbaring Kiri  |               |                   |
| 2                | Sikap           | Satu tangan   | Tangan Tabuka     |

|               |               |                  |                               |                    |              |                          |
|---------------|---------------|------------------|-------------------------------|--------------------|--------------|--------------------------|
|               | Tangan        |                  | Tangan Setengah Tabuka        |                    |              |                          |
|               |               |                  | Tangan Tertutup               |                    |              |                          |
|               |               |                  | Dua Tangan                    |                    |              |                          |
|               |               |                  | Tangan Tabuka                 |                    |              |                          |
|               |               |                  | Tangan Setengah Tabuka        |                    |              |                          |
|               |               |                  | Tangan Tertutup               |                    |              |                          |
| 3             | Kuda-Kuda     | Jenis Kuda-Kuda  | Kombinasi tabuka dan tertutup |                    |              |                          |
|               |               |                  | Kuda-Kuda Ringan              | Kuda-Kuda Ringan   |              |                          |
|               |               |                  |                               | Kuda-kuda Setengah |              |                          |
|               |               | Kuda-kuda Berat  |                               |                    |              |                          |
|               |               | Bentuk Kuda-Kuda | Kuda-kuda Duduk               |                    |              |                          |
|               |               |                  | Kuda-kuda Depan               |                    |              |                          |
|               |               |                  | Kuda-kuda tengah              |                    |              |                          |
|               |               |                  | kuda-kuda belakang            |                    |              |                          |
|               |               |                  | kuda-kuda sisi                |                    |              |                          |
|               |               |                  | kuda-kuda silang depan        |                    |              |                          |
|               |               |                  | kuda-kuda silang belakang     |                    |              |                          |
|               |               |                  | 4                             | Serang Tangan      | Sikap Tangan | Tangan tertutup          |
|               |               |                  |                               |                    |              | tangan setengah tertutup |
|               |               | tangan terbuka   |                               |                    |              |                          |
|               |               | Arah Serangan    | Belakang ke depan             |                    |              |                          |
| Dalam Ke luar |               |                  |                               |                    |              |                          |
| Luar ke dalam |               |                  |                               |                    |              |                          |
| Atas ke bawah |               |                  |                               |                    |              |                          |
| Bawah ke atas |               |                  |                               |                    |              |                          |
| 5             | Serangan Kaki | Arah Serangan    | Tendangan Depan               |                    |              |                          |
|               |               |                  | Tendangan sabit               |                    |              |                          |
| 6             | Belaan        | Hindaran         | Hindar Hadap                  |                    |              |                          |
|               |               |                  | Hindar Samping                |                    |              |                          |
|               |               |                  | Hindar Belakang               |                    |              |                          |
|               |               |                  | Hindar Atas                   |                    |              |                          |
|               |               |                  | Hindar Bawah                  |                    |              |                          |
|               |               | Elakan           | Elak Samping kanan            |                    |              |                          |
|               |               |                  | elak samping kiri             |                    |              |                          |
|               |               |                  | elak bawah                    |                    |              |                          |
|               |               | Tangkisan        | Tangkisan dalam               |                    |              |                          |
|               |               |                  | Tangkisan Luar                |                    |              |                          |

|   |              |                 |                                    |
|---|--------------|-----------------|------------------------------------|
|   |              |                 | Tangkisan Atas                     |
|   |              |                 | Tangkisan Bawah                    |
| 7 | Langkah      | Tunggal         | Lurus                              |
|   |              |                 | Zig Zag                            |
|   |              | Sikap Pasang    | Samping                            |
|   |              |                 | 10 Sikap Pasang                    |
| 8 | Pola Langkah | Pola U          | Pola U dengan Serangan             |
|   |              |                 | Pola U dengan Serang Bela          |
|   |              | Pola Segitiga   | Pola segitiga dengan serangan      |
|   |              |                 | Pola Segitiga Dengan serang bela   |
|   |              | Pola Segi empat | Pola segi empat dengan serangan    |
|   |              |                 | Pola segi empat dengan serang bela |

#### 4. CONCLUSION

Based on the validity test related kurukum pencak silat tradition developed in this study, it can be concluded beberapa things as follows: (1), The model can be used with some improvements. Both in terms of curriculum content and from the weights and portions of loading; (2), From the content side of the developed curriculum materials can help grow students; (3), From the perspective of traditional silek, the developed curriculum can increase students' interest to learn pencak silat tradition well and correctly.

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