

Games to Introduce Basic Motion of Martial Arts

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Abstract—This work aims to produce a modified game aimed at introducing the basic movements of martial arts. This game can be used by teachers and trainers for primary school age children by entering basic movements of pencak silat. The data analysis techniques used qualitative data obtained from suggestions and included experts and experts on FGD results (Focus group discussion) and quantitative data from the evaluation of the results of the FGD questionnaires. Experts. Small Scale Trial This game involves seven athletes from Cepedi Martial Arts College and large-scale trials involving 13 mixed athletes from various Yogyakarta martial arts colleges. The result of the search is a game to introduce the necessary pencak silat movement that consists of 5 games, namely (1) balance, (2) jump, (3) jump plus, (4) balloon attack, (5) balloon confront. The result of the rating of the category is very appropriate with a percentage of 55%, and the corresponding group has a percentage of 45%, it is therefore concluded that this product is used with the conditions of improvement according to the entries and suggestions.

Keywords—*model, game, pencak silat*

I. INTRODUCTION

From a very young age, the introduction of the sport is done through the game so that the children can recognize the movement, the techniques, and others. "Using simple games, students and athletes should be encouraged to develop the game of comprehension and tactical awareness by thinking about games permanently in group discussions." 1 too much pressure, loss of interest, abandonment of friends or because it is no longer enjoyable, the play of children in all its forms is the primary source of learning and healthy development and few school activities [2].

The age of upper elementary school still plays in the world. Play, which has been considered an essential part of the early childhood curriculum [3]. The game begins in anticipation, in a creative, predatory and pleasant tension [4]. By looking at the scientific literature on physical play and child development, researchers have noted that physical activity in early childhood has improved neuromuscular growth, material control, and cognitive development, concentration and attention, personal efficacy and welfare. These results showed that physical activity and sport improved the cognitive and motor skills of young children [5].

Exercise allows children to learn new skills. Children often learn new skills fairly quickly. For example, some children learn to catch the ball the first week, a week later

they can master and increase their ability to throw the ball well enough. One of the early learning activities used to get coaches to join to share stories about what worked well in their coaching practice [6]. Children who feel an increased sense of satisfaction from playing. For some, this may even be the only chance to succeed in a difficult childhood.

The age of children is the golden age, so children prefer to play. Children are designed, by natural selection, to play, whatever the children who are free to play, they do it [7]. Children are naturally intended to play. So wherever children are, they are free to play and do it. The group of 6-11 years old. The focus is on FUN, fitness, and fundamentals, with an approach that focuses on participation rather than intense competition and instruction to develop skills and technique. [8]

Pencak Silat is an Indonesian martial art style that has ethical, aesthetic, sporting and sporting values. Also, Pencak Silat has four aspects, namely the mental-spiritual, the martial, the art and the sport [9]. It is agreed that the meaning of pencak silat is: a) the culture of the Indonesian nation, b) defend and maintain the existence (independence) and integrity (unity) of the environment and the environment, c.) to realize the harmony of life, d) to increase faith and taqwa in Almighty God [10]. The training concept should be designed so that athletes do not become bored and saturated and trainers saturate athletes for practice. To be able to introduce the basic skills of the pencak silat movement in children, the products offered in the form of 5 game models designed in such a way according to the characteristics of the child and the needs of the trainer as well as games jump, ballooning games and selling balloons. This product is tested in children of primary school age.

II. GAME DEVELOPED

A. Balance way game

This game is played individually on a relay basis. This game uses a chain or ribbon to establish a balance. The equipment used is a field stand, rope or ribbon along the 6 meters, which is divided into three different colors, namely purple, green and pink. Each section is 2 meters long. How to play, on the first rope of color, the child jumps using a foot as shown in Figure 1, then the next strap that the child walks with his feet on tiptoe, then on the last rope to jump with one foot. If the child first drops from the left foot as a pedestal, then in the previous line, opposite the right foot as a pedestal,



Fig. 1. Balance way game

B. Lompat tali game

This game is a jumping game of rubber bracelets with a length of about 1.5 meters. The way to play is to train the children standing on the starting line and run towards the rubber that has been deployed; then the child jumps two feet from the first and second rubber. After that, hit the box that is in front. If the child jumps right, he strikes the box with a right kick or a sickle kick; otherwise, if he jumps to one side, the child kicks T.



Fig. 2. Lompat tali game

C. Lompat plus game

The game is played individually on a relay basis. The game is modified from the traditional game Rangku Alu, Engklek and crank. How to run this game Kids run from the starting line to the ribbon that has been in the boxes. The child jumps twice in the first box by leaning on one foot as in Figure 8, then jumps again on the undefined side of the jump zone with the next leg with two jumps, and so on until in the last box start line alternating with the next child.



Fig. 3. Lompat plus game

D. Balon serangan

These games are played in pairs or individuals using balloons, each couple utilizing a ball if the individual uses a person for a ball. The path of this game is that if there is a signal from the trainer, the child is exploring by throwing or hitting the ball or hitting the ball in the air, but the ball should not fall to the ground as in Figure 4. If the ball falls to the ground, then it receives a penalty. The child stops doing if there is a signal from the trainer.



Fig. 4. Balon serangan

E. Balon berhadapan game

This game is played by two people in pairs by putting a ball on the faces of both people while dealing and the ball should not fall. The way the game is played is that the children stand in pairs by putting balloons on their faces as in Figure 5 when there is a starting signal, the paired child goes to the line that was specified by the trainer and the finish line. The first couple to reach the finish line will be the winner.



Fig. 5. Balon berhadapan

III. THE DATA ACQUISITION SET UP

At this point, the data were collected from various sources, namely interviews with trainers and analyzed group discussion results with seven experts related to the product developed. Then make the initial product and continue with validation to 3 experts such as game experts, martial artists and materials experts. This validation by experts is carried out by bringing the products in the form of books developed with the questionnaire to be completed and by making comments and suggestions, as well as the conclusion that the product is worth an attempt or not. Then proceed to a small group trial on the training of children from Pencak Silat Cepedi College to 7 children. The small-scale tests are

conducted by giving five games developed alternately to 7 athletes depending on the way each game is played, then the trainer receives a questionnaire and completes a quiz based on the games tested on the athlete. Game under development.

Trials in large groups have been conducted in children's trains of different martial arts institutions in Yogyakarta, and no less than 13 children in training. The treatment is the same as a small group test of children receiving developed games that are a review of the results of small group tests, for example in a balanced game at each end of a colored rope placed at the height of cardboard about 20 cm. There is a challenge for the child. The games are randomly assigned to 13 athletes who are paired, but others are not matched. The trainer then distributed questionnaires to complete and provided comments and suggestions on the games offered.

IV. THE DATA SET

We have obtained the results of the questionnaire from expert validators detailed as follows:

TABLE I. PERCENTAGE OF VALIDATOR RESULTS

Validator	Assessment	% Score	Classification	Meaning
Game experts	Balance Way	95%	Very Good	Used
	Lompat Tali	95%	Very Good	Used
	Lompat Plus	95%	Very Good	Used
	Balon Serangan	93,18 %	Very Good	Used
	Balon Berhadapan	94,45 %	Very Good	Used
The TGFU material expert		85%	Good	Used
Martial arts expert		100%	Very Good	Used

Based on the evaluation of expert validator, the game shows a 95% balanced game, 95% of lompat tali, 95% of lompat plus, 95.14% of balon serangan and 94.45% of balon berhadapan, so it is very well ranked. The result of the expert validator of the TGFU material has a score of 85% with the classification, and the expert pencak silat has a score of 100% with the classification Very good. The results indicated by each validator have the meaning of "used." This means that this product can be continued on a small scale and a large scale.

After receiving the validator information, the next step of the product was tested on a small scale by following the results of the small-scale trial trainer questionnaire:

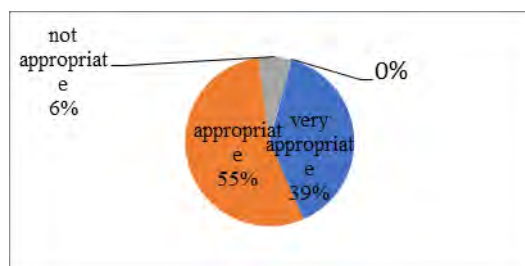


Fig. 6. A results of small-scale trial presentations

The results of small-scale test data on the product developed indicate that the total number of scales 4 (very suitable) with a percentage of 39%, the amount of scale 3 (appropriate) with a percentage of 55% and Scale 2 (not necessary) with a percentage of 6%. Comments from the coach related to the developed product, among others: (1) Extend the drawings and samples to facilitate practice, (2) high quality image, (3) less effective balance, given the challenge to have children's fighting power, (4) cover (5) drawing on cover, children or cartoons wearing pencil silat uniforms, (6) add a synopsis on the back cover, (6) 7) Each game is listed in the table of contents.

The next step is to improve the trainer's advice and suggestions on small-scale trials. After which he was re-tested on a large scale. Following the results of the trainer questionnaire on large-scale product testing:

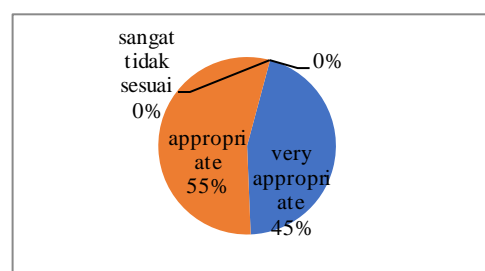


Fig. 7. The percentage of large-scale trials

The results of the large-scale tests show that the category is very appropriate with a percentage of 55% and that the corresponding group has a percentage of 45%, it is therefore concluded that this product is used subject to improvements.

V. CONCLUSION

There were five games to introduce basic pencak silat movements for early childhood or beginner children consisting of a balanced game, lompat tali, lompat plus, balon serangan and balon berhadapan.

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