Need Assessment for Development of Digital-Based Learning Media for *Jurus Regu Pencak Silat*

Noor Ika Rifky Syarif Hidayat
Master Program in Sports Sciences
Universitas Negeri Yogyakarta
Yogyakarta, Indonesia
noorikarifkysh@gmail.com

Siswantoyo
Faculty of Sports Sciences
Universitas Negeri Yogyakarta
Yogyakarta, Indonesia
siswantoyo@uny.ac.id

Abstract—as part of martial art, Pencak Silat has four categories of competition. However, the lack of participants in group demonstration has made many competitions in this category canceled. The reason for lack of participation as well as the focus of this study is the fact that not many participants remember any of the "jurus regu". The study of related literature suggests that Android-based learning media are extremely needed. Unfortunately, no such media exists in today's learning. Using descriptive exploratory method, this need assessment aims to describe coaches' needs of learning media for group category learning. Subjects of this study consist of 35 Pencak Silat coaches in DIY, Yogyakarta, Indonesia. Data were collected using Google Docs questionnaires. A procedural descriptive statistics was then adopted to analyze the data. Results of the analysis indicate that coaches experience many problems in coaching jurus regu. Only 40% of coaches are able to memorize all the moves while the rest 60% cannot memorize them well. In fact,11% of them do not even know that such group category exists. Coaches' lack of knowledge is contributed by the fact that 34% of them are not certified and 40% of them did not even learn group category in their training. For teaching, 26% coaches use pictures while 23% use books and the rest 51% use video recording of the competition. 63% of coaches testified that easy-to-understand media for "jurus regu" learning are still hard to find. They also mentioned that all coaches are in need of digital-based media for "jurus regu" learning. Referring to the analysis results, digital-based learning media for "jurus regu" learning which contain videos of "jurus regu" moves and visual guide to the techniques are needed for facilitating learning process.

Keywords—learning, jurus regu, digital, pencak silat.

I. INTRODUCTION

In Pencak Silat competition, group category has become rare due to a lack of participants in the category. In group category, each team consisting of three members must perform their skills in *Jurus Baku Regu* [1]. The *jurus regu* consists of twelve sets of techniques with 100 moves in total. Participants of the *jurus regu* competition range from pre-teens to adults [2]. In several events, group category attracted only few participants, much lower numbers compared to other categories.

Studies related to learning media for solo demonstration in Pencak Silat have been conducted. [3] They developed Android-based learning media for *jurus tunggal* (solo demonstration) using materials for such category. The media being developed were not only easy and interesting for learning *jurus tunggal*, but also effective for improving both theoretical and practical study results.

Nevertheless, learning media for *jurus regu* in *pencak silat* has not been developed. Group category is one of categories in *pencak silat* competition. However,there is a lack of participation in this category. Therefore, learning media for *jurus regu* in *pencak silat* should be developed.

1. Learning Media

Media are channels for conveying information from senders to receivers [4]. As part of learning components, media should be prepared well in every teaching and learning process [5]. In reality, learning process can never be separated from sources of learning [6].

Media for *jurus regu* learning are currently available in textbooks, pictures, and descriptions. Unfortunately, such media are not really suitable for learning *jurus regu* which showcases sets of moves. Therefore, to make learning process easier, the use of suitable media is required. The availability and the adoption of suitable sources of learning can help to enrich the on-going learning process. *Jurus regu* showcases sets of moves and therefore videos will be more suitable and contextual for the learning. [7] Video as learning media aims to:

a. Visualize and simplify the process of verbal information delivery.
b. Provide easy access anytime and anywhere at both students' and instructors' own pace.

2. Video Learning Media

In order to produce learning videos that can help to motivate and increase effectiveness of their users, the development of the media should focus on certain characteristics and criteria [7]. [8] The benefits of using video include: flexibility of video size that can be adjusted to suit the needs, its richness of information and straightforwardness in delivering materials directly to the students, and its ability to bring new dimensions into learning. Video can draw ones' attention and make them willing to receive message or information through their eyes and ears. It can also make people remember what most people tend to forget.

Videos can attract students' attention, so they can increase their motivation. Using video can lead to better learning outcomes [9]. Videos can also visualize how things work to help simplify learning [10]. In addition, videos can support students' learning styles in different ways, especially students who are more easily visually seen [11]. So it can be concluded

the video-shaped learning media can help students make it easier to learn something with better results.

II. METHODS

1. Research Subjects

Subjects of this study are Pencak Silat coaches in DIY, Yogyakarta, Indonesia. 35 coaches filling out questionnaires in the study were selected randomly. They consist of 30 male and 5 female participants.

2. Instrument and Procedure

Indirect questionnaire is the main instrument in this study. The questionnaire consists of a number of questions related to: 1) coaches' knowledge and understanding of group category 2) coaches' ways of teaching about group category 3) media applied in the process 4) need of digital-based learning media. The coaches were asked to fill out the Google Docs questionnaires.

3. Data Analysis Techniques

Data in this study were analyzed using descriptive statistics by analyzing each of the points then presenting the results in percentage. The results were then described to generate conclusion.

III. RESULTS

TABLE I.   INDIRECT QUESTIONNAIRE RESULTS

	Coach knows about group category		
	Yes	No	
Numbers	31	4	
Percentage	89%	11%	
	Coach remembers "jurus regu"		
	Yes	No	
Numbers	14	21	
Percentage	40%	60%	
	Coach has certificate		
	Certified	Not certified	
Numbers	23	12	
Percentage	66%	34%	
	Coach learned about group category during training		
	Yes	No	
Numbers	21	14	
Percentage	60%	40%	
	Availability of jurus regu learning media		
	pictures	books	competition videos
Numbers	9	8	18
Percentage	26%	23%	51%
	Availability of digital-based learning media		
	available	not yet available	
Numbers	10	25	
Percentage	29%	71%	
	Need of digital-based media for jurus regu learning		
	needed	not needed	
Numbers	35	0	
Percentage	100%	0%	

Table 1 shows that 89% coaches have been equipped with knowledge of group category. However, the rest 11% still know nothing about it. From the data, only 40% of participants remember the *jurus regu* while the other 60% do not remember any. The above phenomenon is related to the fact that only 66% of them were certified. From 60% of certified participants, 40% of them mentioned that *jurus regu* was not being taught in the training. It becomes clear that the absence of *jurus regu* subject in the training influences their knowledge of the subject. However, as group category is one of categories in *pencak silat* competition, athletes should be able to memorize *jurus regu*. Learning media become critical supporting factors when coaches fail to remember any *jurus regu* technique. 26% of coaches use books for learning, while 23% of coaches use pictures, and the rest 51% of coaches used sport match videos for learning *jurus regu*. Keep using the aforementioned media will make their learning process more difficult. 71% of the coaches mentioned that digital-based learning media are currently unavailable. As many as 100% coaches require digital-based media for *jurus regu* learning.

IV. DISCUSSION

Group category is one of many ways for athletes to accomplish great achievements. Competitions for group category are often held in every *pencak silat* event. However, many of the competitions are canceled due to lack of participation. Such situation exists due to a number of factors. The analysis results suggest that some coaches know nothing about group category and therefore reduce the number of athletes participating in this category. Despite being certified, not all coaches have comprehensive understanding of *pencak silat*. It is because *jurus regu* was not taught in their training for certification. Trainings are often conducted in such little time and therefore make people skip *jurus regu* subject despite the fact that many coaches do not remember any of the moves.

Coaches also mentioned that learning media are currently available in pictures, textbooks, and video. Unfortunately, pictures and textbooks are not suitable for *jurus regu* that showcases sets of moves. They often make *jurus regu* learning more difficult. Video helps to facilitate learning process. But since the video is a recording of competition, it requires the audience to carefully watch and learn from it.

Based on the results of need assessment towards 35 coaches, it is concluded that coaches need digital-based learning media for learning. Learning media become one of components that makes *jurus regu* learning easier. It is expected that the more athletes and coaches know about group category, the more competitions in this category will be conducted.

V. CONCLUSION

This study describes the need of digital-based media for *jurus regu* learning to facilitate the learning process. Such need arises from the unavailability of such digital media nowadays. Digital-based learning media are expected to help both athletes and coaches in the process of group category learning. Finally, the use of learning media can help optimize the learning process.

REFERENCES

[1] E. S. Kriswanto, Pencak Silat. Yogyakarta: Pustakabarupress. 2015.

[2] J. Lubis. Pencak silat edisi ketiga.raja grafindo perkasa. Jakarta. 2016.

[3] T. Rian. Tesis Pengembangan Media Pembelajaran Jurus Regu Pencak Silat Berbasis Android. Universitas Negeri Yogyakarta. 2017.

[4] M. Nunu. : Jurnal Pemikiran Islam; Vol. 37, No. 1 Januari-Juni 2012 MEDIA PEMBELAJARAN Kajian terhadap Langkah-langkah Pemilihan Media dan Implementasinya dalam Pembelajaran.

[5] Falahudin iwan. Pemanfaatan Median Dalam Pembelajaraan. Jurnal Lingkar Widyaiswara. 2014.

[6] Deni Darmawan. Inovasi pendidikan pendekatan praktik teknologi multimedia dan pembelajaran online. Bandung: PT. Remaja Rosdakarya 2012.

[7] Cheppy Riyana. Pedoman pengembangan media video. Jakarta: P3AI UPI. 2007.

[8] Daryanto. Media pembelajaran. Bandung : Nurani Sejahtera. 2011.

[9] D. Zhang, L. Zhou, R. O. Briggs, J. F. Nunamaker Jr, "Instructional video in e-learning: Assessing the impact of interactive video on learning effectiveness," Information & Management, 43, 2006, pp. 15-27.

[10] M. Colasante, "Using video annotation to reflect on and evaluate physical education pre-service teaching practice," Australasian Journal of Educational Technology, 27(1), 2011.

[11] C. Calandra, M. Dias, L. Brantley, "Using digital video for professional development in urban schools: A preservice teacher's experience with reflection," Journal of Computing in Teacher Education, 2006, 22(4), 137.