

# C1\_Proceeding\_nur Rohmah

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# Instructional Model of Self-defense Lesson in Physical Education: A systematic Review

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**Abstract**—the uniqueness of martial arts (self-defense learning) in physical education requires a separate approach and instructional model in order to benefit students and to serve the purpose of physical education. Therefore, this study aims to analyze various research results related to the use of approaches and instructional models of self-defense lesson in physical education program. About 80 research articles from 40 local and 40 international journal articles published online were analyzed. Interactive model (data collection, display, and conclusion/verification) from Miles and Huberman (1984) was used to analyze data in this study. The study found many approaches and instructional models of martial arts or self-defense lesson, which are related to education/pedagogy in physical education in Indonesia and in many other countries. Internationally, there are three types of self-defense instructional models in physical education. They include instructional models that emphasize culture, sports, and students' self-development aspects. Nationally, self-defense learning in physical education uses Mosston's teaching style, general and special instructional models that emphasize character building. Instructional model of self-defense is expected to fulfill competencies from aspects of knowledge, attitudes, and skills.

**Keywords**—martial arts, instructional, physical education

## I. INTRODUCTION

Physical education learning has undergone rapid development. Numerous studies were conducted and ideas were invented to create a more creative and attractive physical education learning that serves the original purpose of physical education [1]. A paradigm shift in education purpose has been followed by the change in physical education purpose. This shifting phenomenon has apparently affected the development of learning approach to physical education. Therefore, physical education learning and purpose should be harmonious. Historically and philosophically, physical education has developed in the world and in Indonesia. To this day, people are still arguing over the science of physical education itself. In some countries, physical education has become an excellent national program that benefits people. Physical education has formally been part of Indonesian school curriculum. However, people's mixed up understanding of physical education, sports, recreation, physical activities, and health

makes physical education bias in the eyes of our communities.

Learning in physical education has been developed from Sweden and Germany gymnastics systems. Both systems were extensively incorporated in many physical education programs all across the world. However, since the systems were more teacher-centered, students were mainly followers of their teachers with an end goal of mastery over all materials. Such phenomenon existed since past physical education focused primarily on gymnastics learning materials. As teaching materials changed from gymnastics to sport-based physical education, new teaching methods emerged in 1960s [2-3]. Since then, numerous new methods in teaching physical education have arisen and are currently known as teaching strategies that include task/station teaching, reflective teaching, partner teaching, team teaching, and inquiry-based teaching [4].

One of materials in physical and sport education is martial arts or self-defense learning. Martial arts appear in many Asian countries. Of all types of martial arts, *pencak silat*, originating from Indonesia, becomes one of the most popular types of sport in Southeast Asia. Indonesian *pencak silat* has become worldwide Google trending search in 18 countries. In addition, martial arts topic happens to be one fascinating topic across the world while, in the survey, Indonesian martial art becomes number 25 most searched topic in 56 countries. *Pencak silat* martial art has developed through many ways including education or school. In schools, *pencak silat* is taught as recommended by 2013 Indonesian national curriculum (K-13) and each school. In the curriculum, martial arts vary in learning. The 2013 Physical Education, Sport, and Health (PJOK) Curriculum has recommended the adoption of various methods, strategies, and models in the process of *pencak silat* martial art learning. Therefore, investigations into various methods and models adopted in teaching martial arts as part of physical and sport education all across the world are needed.

Findings of the studies in Southeast Asia report that the origins of martial arts were characteristically different and that they have three learning approaches namely traditional, efficiency, and sports [5]. In addition, data also indicate the practice of martial arts as part of physical education in schools in several European countries [5]. Referring to various findings of the studies, it becomes necessary to investigate and

analyze numerous scientific journal articles about the adoption of martial art learning models from time to time to gather data on the development of martial art learning models across time. Hence, this study aims at investigating and analyzing the adoption of martial art learning models in physical education studied in numerous scientific articles which have been published in either national or international journals.

## II. METHOD

### A. Research Design

This study performed a Meta-Analysis that is simply an analysis over analyses. As a research, meta-analysis assesses results of previous research studies in similar topic. As a method, meta-analysis was first adopted in the research on health/medication. As the time goes by, meta-analysis as the type and method of a research is adopted to study various problems/topics and to serve any purposes. Meta-analysis is a synthesis of a topic from multiple research results. The synthesis is the basis for drawing conclusion on the topic being studied. This study assessed multiple results of research with similar topic and drew conclusions. A meta-analysis consists of several stages including determining problem or topic of the study, defining research period, gathering research reports on the topic/problem being studied, reading research titles and abstracts, focusing on problems, methods, data analyses, and results, categorizing research results, comparing all results based on their categories, studying research methods and data analyses, and drawing conclusions [6].

### B. Unit Analysis

Analysis unit in this study consists 80 articles presenting ideas and results of research on martial art learning models and published in either national or international journals. Samples were selected using a purposive sampling technique in which topic or theme of the articles should be related to martial arts learning in physical and sport education. Under such requirement, 41 articles comprising 21 international articles and 20 national articles were considered eligible for the study.

### C. Data Collection

The researchers themselves through a self-evaluation process validate human Instrument as to what extent the researchers understand qualitative method, theories, and insights into the field of study as well as readiness and provision for field study [7]. After focus of the study is set, simple research instruments were developed in order to complete and compare data being gathered previously. Data were collected using guided documentation technique and according to data source. Primary data are data collected firsthand from the original source to data collector. Primary data in this study include opinions, ideas, and research results from journal articles about martial art learning models in physical and sport education. Data are valid if no difference between the report and the reality being studied is present. To test validity of data, this study conducted a credibility test (internal validity), transferability test (external validity), dependability test (reliability), and confirmability test (objectivity) [7].

### D. Data Analysis

A qualitative data analysis technique using interactive model proposed by Miles and Huberman [8] was applied in this study. Additionally, Miles and Huberman recommended several activities for data analysis that include data collection, data display, and data conclusion drawing/verification. In research, data reduction is a process to select, to focus, to conceptualize, and to convert raw data in the field notes. In qualitative research, data are displayed in form of brief description, charts, relationship between categories, flowchart, and many more [7]. Meanwhile, conclusion proposed in a qualitative research is considered temporary and will change when stronger supporting evidences are absent from subsequent stage.

## III. RESULTS

### A. Study of Martial Art Learning Model across the World

This research studied 21 journals written by martial arts researchers across the world. The journal documents being studied originated from several international journals from 1990 to 2017. The United States of America began conducting numerous researches on martial art learning and was followed by many other countries including Belgium, China, Spain, Singapore, Mexico, England, Iran, Poland, Canada, and Latvia. Most researchers studied the practice of all types of martial arts, specifically Judo, Taekwondo, Wushu, Karate, and *Pencak Silat*. Some researchers also studied Mixed Martial Arts.

Martial art learning and training being studied were related to various variables covering such aspects of the participants as physical, psychological, and sociological aspects. There was also variable related to the mastery of martial art techniques. In addition, some researchers also studied violence and risk for injury in martial arts. In the context of martial art learning practice, most researchers studied physical education in primary and secondary schools.

Findings from the articles published in several international journals suggest three types of model/approach to martial art learning applied in physical and sport education. The first model is the one emphasizing cultural aspects such as traditional, sociological, social-economical, anthropological, humanist, cultural, multicultural, autoethnographical, and academic approaches. The second model emphasizes such sport aspects as competitive, Leadership Education through Athletic Development (LEAD), N/M/M (Nomometric/ Monitoring/ Multidimensional) approach, and belt color system. Meanwhile, the third model emphasizes student development aspects such as comfort, control, price, self-actualization, and problem-based approaches.

### B. Study of Martial Art Learning Model in Indonesia

From 20 national journals being studied were found more updated findings from researches in 2013-2018 period. Because *pencak silat* obviously listed in the curriculum, researchers in the context of physical and sport education learning often study one type of martial arts. Although being part of physical education, sport, and health subject in Indonesia, martial arts are taught one or two times in one semester. This phenomenon attracts researchers to implement various models/approaches to martial art learning on different education level. According to the journal articles, researchers

found the adoption of Mosston's teaching style, general learning models, and special learning model that emphasizes the character building in martial art learning as part of physical and sport education. The adopted Mosston's styles include the Guided Discovery, exercises, inclusion, and reciprocal styles. The general learning models that are often studied include cooperative, direct institution, individual, group, and couple of models. Meanwhile, the special models/methods/approaches include playing, multimedia-based method, *pencak silat* gymnastics, and character building in *pencak silat*.

#### IV. DISCUSSION

Martial art learning emphasizing on cultural aspects views martial arts as an art in defending oneself from threats and dangers. Developed by local culture, martial arts become a self-defense art. This artwork has been developed into a function to improve one's physical condition, social connection, trading, partnership, and cultural acculturation. Martial arts emerge to balance the dominance of dualism mind/body in today's education [9]. Martial arts were originally a type of ancient fighting which were modified into sports and modern sports [10]. Martial arts are potentially useful for being incorporated into physical education as they provide alternatives related to oneself and the world [10].

From some of the articles were found martial art learning focusing sport-related aspect. For example, martial arts have been transformed into sports in form of competition. Martial arts show unique body movements which work harmoniously with the development of mental and spiritual aspects such as characters, feelings, medication, and many more. As the characteristics of competitive martial arts demonstrate demands of sport, they require the development of specific training program [11]. For example, karate is considered as one of sports that promotes health, education, and rehabilitation management [12] as well as optimizes the quality of basic and specific motor skill performances needed by young athlete to participate in the competition [13]. In general, findings suggest that competitive martial art competition characterized by high aerobic and anaerobic responses [14].

Martial art learning is directed toward the development of students' various aspects. It involves not only physical but also psychological, social, and spiritual aspects. The possible effect of martial arts on psychological and social aspects is still an interesting research topic [15]. As a form of education, martial arts have fulfilled both psychological and physical needs and used the body as a tool for enlightenment and wisdom in spiritual aspects [16]. Martial art training shows interaction and implication in the development of students' self-management [17]. Besides health benefit, another benefit of martial arts includes psychological balance and wellness that help to reduce aggressiveness and rehabilitate from violence [10].

The development of martial art learning should better be pointed towards constructivist-based learning models. Constructivist perspective is a learning theory that puts emphasis on students' experiences, not merely on their cognitive knowledge [18]. For example, *pencak silat* martial art learning requires a learning model that is able to improve students' motoric skill and therefore game approach can increase students' academic results [19]. Besides, a character-based learning model applied in *pencak silat* learning can also

be used as one of the approaches to physical education in primary schools. The adoption of such model avoids physical education from being conventional and orientated toward martial arts and sport aspects only [20].

#### V. CONCLUSION

The international journal findings suggest three types of model or approach to self-defense learning used in physical and sport education, which include (1) culture-centered self-defense learning model/approach, (2) sport-centered self-defense learning model/approach, and (3) student-centered self-defense learning model/approach. In the meantime, the national journal findings demonstrate the adoption of Mosston teaching style, general learning models, and special learning model focusing on character building in self-defense learning as part of physical and sport education. Self-defense learning tries helping students to learn martial arts and to reach competences that cover knowledge, skill, and attitude aspects. These many aspects makes this topic fascinating for study. Various aspects to study affect not only the method but also material delivery model, which therefore influence object and type variations.

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