

c3-PICTURE MEDIA DEVELOPMENT FOR PENCAK SILAT LEARNING IN HIGH SCHOOLS

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PICTURE MEDIA DEVELOPMENT FOR PENCAK SILAT LEARNING IN HIGH SCHOOLS

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Abstract

Objectives: Teachers' role to assist students for comprehending material is very important. In order to help them understanding the material, teachers could use picture as a learning media of *pencak silat* to improve learning process of Physical Education in High school.

Methods: This study was categorized into research and development. The development of the media is conducted through several steps; introduction, product planning, develop preliminary form of product, product validation (by subject-matter and media experts), main product revision, limited trial, revision, field trial, revision, final product, and dissemination. The subjects were students of SMAN 3 Yogyakarta. The data were collected using a questionnaire and observation. The data were in the form of the result of the evaluation on the quality of the product, recommendation for the product improvement and other qualitative data. The quantitative data were analyzed using descriptive statistics. The form of the data is assessment result about the quality of the product and suggestion to improve it.

Results: Results of the research were three picture medias about *pencak silat* techniques such as *tendangan depan* (front kick), *tendangan sabit* (sickle kick), *tendangan T* ("T" kick). The results has been validated and tested for learning process of Physical Education in High school.

Conclusions: The conclusions of the result are the assessment of the product by the experts. First and second material experts assess the product's quality as "very good". First and second media experts assess the product's quality as "good". The small and big groups of product trial assess the products as "good". Thus, the product is feasible to be used in learning process of Physical Education in High school.

Keywords: development, picture media, learning, *pencak silat*.

INTRODUCTION

Various factors affect the implementation of *pencak silat* physical education learning material on schools, such as teachers, student, material, media, facilities, and learning systems. Wasis D. Dwiyoga (2016:11) stated that teacher is not the only learning source. Learning resources are designed to improve and develop learning process to me more effective, efficient, and interesting. In addition Schrum, L (2013:18) explained that most important teacher's role in partnership pedagogy is being a true learning planner who create experience. Teacher should design learning systems which compatible with relevant curriculum and compose learning material and learning media that stimulate students. Thus, the learning environment would be favorable, interesting, challenging, and meaningful.

Curriculum is an important guidelines for learning implementation in schools (Ega Trisna Rahayu, 2013:28). *Kurikulum Tingkat Satuan Pendidikan* (KTSP) on High school contains a competence standard that demonstrates various sport skills on diverse simple forms and values. In addition, one of which the competences, called *Kompetensi Dasar* (KD), displays a skill from martial art and values for instance teamwork, honesty, respect, passion, and confidence. It is a must for teachers to teach all materials listed on curriculum including martial art of *pencak silat*. All materials on the curriculum are designed in particular ways in order to provide various learning experience for students as provisions for their life.

The term of *pencak silat* is a compound word. Though some people interpret *pencak silat* differently, the main meaning of *pencak silat* is martial art originated and developed from Indonesia (Gending Raspuzi, 2016:3). *Pencak silat* is a martial art system that is a legacy from ancestors and cultures of Indonesia. It needs to be preserved, constructed, and developed (Erwin Setyo Kriswanto, 2015:13). PB IPSI on Mulyana (2013:86) argued that *pencak silat* is the outcome of human culture

from Indonesia to defend and preserve their existence (independence), and integrity toward surrounding environment to create life balance and to improve faith and god-fearing for Almighty God. Based on those notion it can be concluded that *pencak silat* is a martial art developed in Indonesia and a legacy from ancestors that contains aspects of sport, martial art, art, and spiritual mental as a unity.

Professional teachers must teach all material planned on curriculum. They can teach only if they already mastered all the material and be able to teach using proper teaching methods, so that students can easily understand the material. If there are any problems in the learning process, whether it is teacher's ability or certain issue, teachers should be able to find proper solution to overcome the problems with the intention that the aimed competence could be achieved.

Based on field survey results, the implementation of martial art *pencak silat* is not fully carried out on all schools. The interview results with High school physical education teachers on Yogyakarta municipality indicate that the main factor why teacher cannot master all the material is their hesitation. To solve this issue, they need an instrument to help them teach which is a learning media.

Up until this time, physical education teachers have a difficulty to find learning media especially material about martial arts *pencak silat*. Currently, learning media about *pencak silat* is very rare. Thus, it should be designed and developed by physical education experts. However, some of them doubt their own ability and knowledge thus it is hard for them to create learning media.

The real even happened inside classroom during learning process is communication taking place between student and teacher or among students. However, noises may happen that disturb the communication process so that the main message is not delivered. Here, media's role is to ensure that the message can be delivered (Robinson Situmorang on Dewi Salma, 2013: 18). The learning medias that they need are picture media where it can be easily created. This media contain clear image and complete explanation. The size of it can be easily adjusted. It should be a good instrument to help teachers explain learning material and help students to comprehend the material and as clear instructions during practice. Just like what Suyadi (2015: 180) said that innovative strategic learning must provided options for students to be free and creative. Thus, teachers should offer their best service to give students freedom of thinking.

Based on those problems, it is a must to develop education technology to find proper solutions. This research is conducted to create a product which is a picture media as physical education learning material of *pencak silat* on High school. The media should be feasible to be used as learning material.

Problem formulation of the research is uncovering the development process of proper *pencak silat* learning media product in form on picture media for High school students. The research's purpose to create products in form of picture media which is appropriate for High school students. Theoretically, the research would contribute to the development of learning resources to improve knowledge. Practically, the research would contribute for students, institution, physical education teachers and society. The variable of operational definition is creation of learning media by giving messages through symbols as verbal communication and texts consist of basic movement element of *pencak silat*. Thus, it can be used for physical education and health learning process on High school.

METHOD

Development Procedure

In order to obtain good quality product of learning media, planning and development process must be conducted carefully through proper procedure. The research type is Research and Development which means that the final result is a product. Educational research and development (R & D) is a process used to develop and validate educational products. The steps of this process are usually referred to as the R & D cycle, which consists of studying research findings pertinent to the product to be developed, developing the product based on the finding, field testing it in the setting where it will be used eventually, and revising it to correct the deficiencies found in the field testing stage. In indicate that product meets its behaviorally defined objectives (Borg & Gall, 1983:772). Gay (Wasis:1990) argues that research and development is an effort to develop a product such as

learning material, media, and learning strategy to be used in school. In other hand the result of R & D is practical and implementation and not to test a theory. Based on the explanation, it can be concluded that research and development is a process for developing or validating an effective product for educational purpose.

This research and development has ten steps according to Borg and Gall (1983: 775). Those steps are:

1. Research and information collecting
2. Planning
3. Develop preliminary form of product
4. Preliminary field testing
5. Main product revision
6. Main field testing
7. Operational product revision
8. Operational field testing
9. Final product revision
10. Dissemination and implementation

Conceptually, the approach of research and development consist of ten steps. However in general, it can be simplified into four main steps;

1. Introduction
2. Product development
3. Product validation
4. Trial test

Data Analysis Technique

The data from the research are quantitative and qualitative data. Those data is needed to provide general description about the product quality. Instrument of the research is questioner to take respondents' response about the product. The quantitative data taken from respondent about the multimedia quality then is analyzed using Likert scale statistically and descriptively. Assessment of the multimedia quality is based on conversion value calculation result using five different scales (Sukardjo, 2005:53).

Table 1. Assessment criteria

Value	Criteria	Score	
		Formula	Calculation
A	Very good	$X > \bar{X}_i + 1,8Sb_i$	$X > 4,21$
B	Good	$\bar{X}_i + 0,6Sb_i < X \leq \bar{X}_i + 1,8Sb_i$	$3,40 < X \leq 4,21$
C	Average	$\bar{X}_i - 0,6Sb_i < X \leq \bar{X}_i + 0,6Sb_i$	$2,60 < X \leq 3,40$
D	Bad	$\bar{X}_i - 1,8Sb_i < X \leq \bar{X}_i - 0,6Sb_i$	$1,79 < X \leq 2,60$
E	Very bad	$X \leq \bar{X}_i - 1,8Sb_i$	$X \leq 1,79$

Condition:

Ideal score average (\bar{X}_i) : $\frac{1}{2}$ (maximal ideal score + minimal ideal score)

Ideal raw deviation score (Sb_i) : $\frac{1}{6}$ (maximal ideal score – minimal ideal score)

X Ideal : empiric score

RESULTS AND DISCUSSION

Validation Revision Product by *Pencak Silat* Expert

Both experts of *pencak silat* has given comment and suggestion for product improvement. Those comment and suggestion are:

1. Smoothing image quality
2. Increasing text size of picture description/make it more visible
3. The term of left and right foot should be changed as front and rear foot.

Validation Revision Product by Media Expert

Both experts of media has given comment and suggestion for product improvement. Those comment and suggestion are:

1. Arranging every movement image on single frame.
2. Pictures should be arranged horizontally.
3. Media can be stored inside frame and laminated to make it more durable.
4. Color tone should be more interesting.

The experts point out several flaws from the initial design such as the text that is too small, the picture that explain basic movement is not relate each other, and there is no frame to divide every movement. Picture below is comparison between original design and revised design.



Fig. 1. Initial Design of Picture Media

Suggestions from the experts are implemented to the original design. Then, the media is improved based on those suggestion. Some of the improvements are increasing font size, changing color tone, smoothen images, and adding border and box for every movement.



Fig. 2. Revised design of picture media

Result Data Analysis of Material Expert Validation

a. Result Data Analysis of *Pencak Silat* Material Expert Validation

Based on validation result by *pencak silat* material expert, it can be used as data to be analyzed and as a reference for revision. The data has two aspects, which are product quality and product improvement suggestion. Result of basic component aspect assessment indicates that 70.6% data is "Very good", 29.4% data is "Good", and 0% data is "Average. Detailed assessment result can be seen on table below.

Table 2. Assessment Frequency Distribution of Basic Component Aspect Validation Result by Material Expert I

Kriteria	Fekkuensi	%
Sangat baik	12	70.6
Baik	5	29.4
Cukup Baik	0	0.0
Kurang baik	0	0.0
Sangat Kurang Baik	0	0.0
jumlah	17	100



Fig. 3. Basic movement *pencak silat* graphic media quality based on validation result material expert I

b. Validation Result Data Analysis of Martial Expert II

Based on validation result by second *pencak silat* material expert, it can be used as data to be analyzed and as a reference for revision. The data has two aspects, which are product quality and product improvement suggestion. Result of basic component aspect assessment indicates that 75.5% data is "Very good" and 23.5% data is "Good". Detailed assessment result can be seen on table below.

Table 3. Assessment frequency distribution of basic component aspect validation result by material expert ii

Kriteria	Fekkuensi	%
Sangat baik	13	76.5
Baik	4	23.5
Cukup Baik	0	0.0
Kurang baik	0	0.0
Sangat Kurang Baik	0	0.0
jumlah	17	100

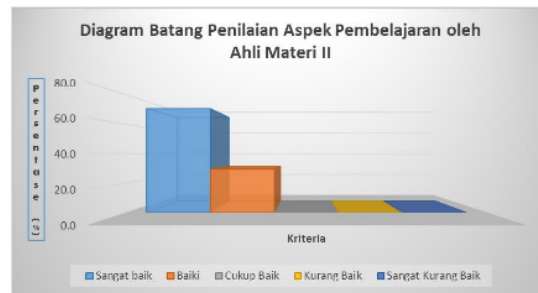


Fig. 4. Basic movement *pencak silat* graphic media quality based on validation result material expert ii

c. Validation Result Data Analysis of Media Expert I

Based on validation result by first media expert, it can be used as data to be analyzed and as a reference for revision. The data has two aspects, which are product quality and product improvement suggestion. Result of basic component aspect assessment indicates that 26.1% data is "Very good", 69.6% data is "Good", and 4.3% data is "Average". Detailed assessment result can be seen on table below.

Table 4. Assessment Frequency Distribution of Basic Component Aspect Validation Result by Media Expert I

Kriteria	Fekkuensi	%
Sangat baik	6	26.1
Baik	16	69.6
Cukup Baik	1	4.3
Kurang baik	0	0.0
Sangat Kurang Baik	0	0.0
jumlah	23	100



Fig. 5. Validation result of media's quality by media expert ii

d. Validation Result Data Analysis of Media Expert II

Based on validation result by first media expert, it can be used as data to be analyzed and as a reference for revision. The data has two aspects, which are product quality and product improvement suggestion. Result of basic component aspect assessment indicates that 21.7% data is "Very good", 56.5% data is "Good", and 21.7% data is "Average". Detailed assessment result can be seen on table below.

Table 5. Assessment frequency distribution of basic component aspect validation result by media expert ii

Kriteria	Fekkuensi	%
Sangat baik	5	21.7
Baik	13	56.5
Cukup Baik	5	21.7
Kurang baik	0	0.0
Sangat Kurang Baik	0	0.0
jumlah	23	100



Fig. 6. Validation result of media's quality by media expert ii

Data Analysis of Small Group Trial Test

Data from small group test is about the graphic quality of picture media. From this data, researcher knows the graphic quality of the media. The data is taken from small group of student n SMAN 3 Yogyakarta. The result indicates that the quality of the media is "Good" with average score 3.96. Detailed result is shown on table below.

Table 6. Small group trial test media assessment

No	Nama	Aspek Yang dinilai															Jumlah
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
1	M. Daffa	4	3	5	3	4	5	4	4	4	5	3	4	5	5	5	63
2	Intan	4	5	3	4	3	4	5	5	4	5	4	4	5	4	5	64
3	Naufal	4	4	3	4	5	3	2	5	5	3	4	4	4	5	5	60
4	Annisa	4	5	4	4	4	4	5	4	3	3	4	4	5	4	4	61
5	Wahyu	4	5	4	3	3	3	4	4	4	4	3	3	3	4	4	55
6	Fernanda	3	4	3	4	3	3	5	4	4	4	4	4	3	4	5	57
7	Damasari	3	4	3	4	4	4	4	4	5	4	4	4	3	5	5	60
8	Reyhan	3	4	4	3	5	5	4	3	4	4	4	4	5	4	3	59
9	Ivan	4	4	4	3	3	4	3	4	4	4	4	4	4	4	5	58
10	Irza	4	5	4	3	4	4	4	4	4	4	5	4	3	3	5	60
11	Akbarian	3	5	4	5	3	4	3	4	5	5	4	5	5	4	4	63
Jumlah		40	48	41	40	41	43	43	45	46	45	43	44	45	46	50	660
Rata2		4	4	4	4	4	4	4	4.1	4.2	4	4	4	4	4	5	3.96
Kriteria Aspek		B	SB	B	B	B	B	B	B	B	B	B	B	B	B	SB	B

Data Analysis of Small Group Trial Test

Data from large group test is about the graphic quality of picture media. From this data, researcher knows the graphic quality of the media. The data is taken from large group of student on SMAN 3 Yogyakarta. The result indicates that the quality of the media is "Good" with average score 3.82. Detailed result is shown on table below.

Table 7. Large group trial test media assessment

No	Nama	Aspek Yang dinilai															Jumlah	
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
1	Khansa	2	2	4	4	4	4	5	5	5	5	5	4	3	4	3	4	59
2	Priskila	3	4	3	3	3	3	3	4	3	3	4	3	5	3	5	5	52
3	F.Livia	3	4	3	4	4	3	3	4	4	2	5	3	5	5	3	55	
4	Nayanggita	3	3	4	5	5	4	5	4	3	5	4	4	3	4	5	61	
5	Angela	3	4	4	3	3	4	5	3	2	4	5	4	3	4	4	55	
6	Ilham	4	4	3	4	4	5	4	4	4	4	4	4	4	5	5	62	
7	Afanda	3	3	3	4	5	4	4	4	4	3	3	4	5	4	4	57	
8	Dinda	3	4	3	4	3	5	5	2	3	3	4	4	4	5	4	56	
9	Roselina	2	4	3	2	5	5	4	4	5	4	3	5	3	4	3	56	
10	Cindy	2	3	3	3	3	4	5	4	4	4	3	3	4	4	5	54	
11	Indah	4	3	3	4	4	4	4	3	3	4	5	4	5	3	5	58	
12	Balkhis	3	5	4	3	5	3	3	5	3	4	3	4	3	5	4	57	
13	Fatya	3	4	4	5	3	3	3	4	5	3	3	4	5	3	5	57	
14	Chrisna	3	3	5	4	4	3	4	3	5	4	3	3	4	3	3	54	
15	Herdi	3	3	2	3	2	4	3	3	5	4	4	4	5	4	4	53	
16	Nurul	4	3	4	5	4	3	3	3	4	5	2	3	5	4	5	57	
17	Aliffiya	3	3	3	5	4	5	4	4	5	4	4	4	3	5	4	60	
18	Nurul	2	5	3	5	3	4	3	3	5	4	2	3	5	5	3	55	
19	Latifa	4	3	4	4	3	4	5	3	5	5	3	3	4	4	4	58	
20	Ames	5	3	4	5	4	3	5	3	5	4	5	3	5	3	5	62	
21	Windan	5	5	3	3	4	4	5	5	4	3	3	3	4	3	4	58	
22	Lusia	4	4	4	4	4	3	3	3	5	5	4	3	5	4	4	59	
23	Ayumna	3	3	4	3	4	3	3	3	4	5	3	4	5	4	5	56	
24	Fahira	5	3	5	4	4	4	5	5	5	4	3	4	4	3	5	63	
25	Halida	4	4	5	4	3	4	3	4	5	4	4	5	3	5	4	61	
26	brigit	3	4	3	4	3	3	3	3	5	4	4	3	4	2	4	52	
27	Theodora	5	3	4	4	3	3	4	4	4	3	5	3	4	4	5	58	
28	Noer	3	5	3	3	4	3	3	3	4	3	5	3	4	4	4	54	
29	Sinar	4	3	4	3	5	3	5	5	4	4	3	3	5	5	5	61	
30	Athallah	4	4	4	3	4	4	4	4	5	4	4	4	5	4	3	60	
31	Assya	4	5	5	3	4	3	3	3	4	3	5	3	5	3	5	58	
Jumlah		106	113	113	117	117	115	121	114	131	120	116	110	132	121	132	1778	
Rata-rata		3.4	3.6	3.6	3.8	3.8	3.7	3.9	3.7	4.2	3.9	3.7	3.5	4.3	3.9	4.3	3.82	
Kriteria Aspek		B	B	B	B	B	B	B	B	SB	B	B	B	SB	B	SB	B	

CONCLUSION AND SUGGESTION

Picture media can be implemented for to improve *pencak silat* learning process in high School. It helps student to understand the material easily and teacher to clearly teach it.

For further research, researchers has several suggestion. First, the picture media could be used to cover all various movement in *pencak silat*. In this research, only three kinds of basic movement that can be implemented to media because of limited researcher's ability and resources. Since there are various movements in *pencak silat*, they can be though through picture media. As for the design, it is very possible to improve the graphic's quality. In addition, further research may take other form of media such as audio visual to be used for *pencak silat* learning media implementation.

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