

Proceeding

INTERNATIONAL CONFERENCE ON SPORT GOR UNY, Saturday, 12th DECEMBER 2009

Theme

The Development Of Sport Culture To be Indonesian Civilization



Faculty Of Sport Science
Yogyakarta State University



ISORY DIY



Ministry of Youth and Sport
Republic of Indonesia



Indonesian Sport
Deans Forum

14	Sri Sumartiningsih, Semarang State University..... <i>Form Child Healthy Living Behave</i>	97
15	Sriawan, Yogyakarta State University..... <i>Volleyball Game: Empowering The Civilization</i>	101
16	Sujarwo, Yogyakarta State University..... <i>Maintain Physical Fitness With Healthy Lifestyle</i>	106
17	Sumintarsih, UPN Veteran Yogyakarta..... <i>Development Of Social Skills Based Mini Basketball Game Model To Improve Social Skills Motor And Physical Fitness In Elementary School Age</i>	112
18	Supriyadi, Malang State University..... <i>Building Tourism And Balinese Culture Through The Development Of Sport Tourism</i>	121
19	Suratmin, Ganesha University Of Education..... <i>Guide For Sport Tourism</i>	125
20	Syarif Hidayat, Ganesha University Of Education..... <i>Strategies For The Development Of National Sports Industry</i>	129
21	Tomoliyus, Yogyakarta State University..... <i>Water Game Model To Increase Child Braving In Aquatik's Learning And Water Activity</i>	133
22	Tri Winarti Rahayu, University Of Sebelas Maret..... <i>Exercise To Reduce Stress In The Workplace</i>	137
23	BM.Wara Kushartanti, Yogyakarta State University..... <i>Creativity For Sports Manpower</i>	141
24	Wasti Danardani, Ganesha University of Education..... <i>Motivating Learning To Athletics Play Method For Basic School Student</i>	145
25	Sriawan, Yogyakarta State University..... <i>Teacher Creativity In Sport Using For Development Early Childhood Motor</i>	149
26	Nofli Piri, Manado State University..... <i>Taekwondo: A Practical Self Defense For Maintening And Empowering Socio Cultural Norms</i>	153
27	Devi Tirtawirya, Yogyakarta State University..... <i>Rise Of Novice Physical Educators Professionalism (The Emergence Of Lesson Study)</i>	158
28	Herka Maya Jatmika, Yogyakarta State University..... <i>Computer Base Learning In Pencak Silat (Comprehensif Learning Perspectives)</i>	163
29	Nur Rohmah Muktiani, Yogyakarta State University..... <i>Crushing Cultural Barriers: Experiencing With Social Sport</i>	167
30	Herka Maya Jatmika, Yogyakarta State University..... <i>The Efficiency Of "Tendangan Sabit" Technique In Pencak Silat Kategori Tanding (A Biomechanical Analysis)</i>	171
31	Awan Hariono, Yogyakarta State University..... <i>Students Investment Nationalism Through Physical Education And Sport</i>	177
32	Banu Setyo Adi, Yogyakarta State University..... <i>Nutrient Problems Related To Physical Endurance And Work Productivity</i>	182
33	Cerika Rismayanthi, Yogyakarta State University..... <i>Healthy By Practicing Hatha Yoga</i>	186
34	Ch. Fajar Sriwahyuniati, Yogyakarta State University..... <i>Factors In The Design And Implementation Of Programmes That Will Attract, Recruit, Retain And Develop Young Athletes</i>	189
35	Cukup Pahalawidi, Yogyakarta State University..... <i>Practical Strategies To Improve Character Building Through Sports</i>	194
36	Dimiyati, Yogyakarta State University..... <i>The Difference Of Influence Between Intermittent Exercise Type I And Intermittent Exercise Type II Toward The Speed, Time Of Reaction, And Anaerobic Threshold Of Basketball Athlete</i>	198
37	Eka Novita Indra, Yogyakarta State University..... <i>The Role Of Physical Education And Sport Health Science In Character Building</i>	202
38	Endang Sri Hanani, Semarang State University..... <i>Sport Nutrition For Athlete</i>	208
39	Endang Sri Retno & Sri Sumartiningsih, Semarang State Univerity..... <i>Traditional Game Can Increase Freshness Of Child Body</i>	210
40	A. Erlina Listyorini, Yogyakarta State University..... <i>Review On Warming Up And Cooling Down In Sport</i>	214
41	Tri Ani Hastuti, Yogyakarta State University..... <i>Doping In Sports: Old Problem, New Faces</i>	218

COMPUTER BASE LEARNING IN PENCAK SILAT (COMPREHENSIF LEARNING PERSPECTIVES)

By
Nur Rohmah Muktiani
Yogyakarta State University

ABSTRACT

Pencak Silat is a martial system bequeathed by the ancestors as a national culture of Indonesia. The entry of pencak silat into higher education curriculum make it the great achievement and expected quality of learning process within. To make qualified learning process determining by various factors. The existence of systemic linkages and synergy between the lecturers, students, materials, media, facilities, and learning systems, come together in a learning process. Lecturers are able to facilitate learning, relevant curriculum, learning resources that able to provide a variety of stimuli, make the fun atmosphere, interesting, challenging, and meaningful are essential to achieving quality learning process. Utilization of multimedia computer-based learning carried out is one way to further improve the quality of the learning process of pencak silat. Thus, PBK's help solving the existing problems. By using a computer assisted multimedia able for creating various text, image, audio, video, animation and make the link between programs required students to understand the material.

Keywords: *PBK, Learning, Pencak silat*

INTRODUCTION

Pencak silat is a self – defense system inherited by ancestor as an Indonesian culture which needed to be remained, established, and developed. Pencak silat consists of aspects: art, self – defense, sport, and mental-spiritual. They become a unity based on believed – principle, it has a unique character. By its uniqueness, it is different from other kinds of self-defense. Pencak silat in curriculum is as an effort to introduce it to the next generation. It's not about pencak silat development and guiding, but it is for Indonesian importance in general. FIK students as sport practitioners are right target in pencak silat establishment to apply their skill and knowledge to their students. General understanding sees that FIK graduation always has knowledge skill in all sport, whether in athletic, gym, swimming, games, self-defense especially pencak silat. It's aimed the students to learn about all sport unexpected pencak silat.

PENCAK SILAT LEARNING

There are some factors in the qualified learning of pencak silat. A systematic and synergy link among lecturer, student, material, facility, and learning system become one learning process, relevance curriculum, teaching material consisting of various stimulation, enjoyable atmosphere, interesting, challenging, and full of meaning is needed to reach a qualified learning. Material is accomplished using right strategy based on the student characteristic. Student is a self – adult, the self – learning can be applied beside the early competence of pencak silat is low. Learning consists of practical and theory. Students should well understand about the history, technique, strategy, method and development. Practical material consists of “basic posture, setup, step, step design, attack, and defense” needs long time to understand and to acquire. Good understanding in theory supports the learning practice. Learning technology is good solution to overcome the learning problem. Learning technology is theory and practical in design, developing, using, administer, and process & learning (Seels,1994: 11). Using media – computer – in learning process can help the message accomplishment correctly, effectively, and efficiently, create and enrich learning experience, and increase student's skill. It will reduce the lecturer burden in time and energy.

THE COMPUTER ROLE

Computer virtually serves responds to the learning result of the students. It also saves and manipulates needed – information. It contains and displays various media. Heinic Molenda & Russel (1996) states that: “. . . it has ability to control and integrate a wide variety of media – still pictures, graphics and moving images, as well as printed information. The computer can also record, analyze, and react to the student responses that are typed on a keyboard or selected with a mouse.” (p. 228)

It is different from other technologies because it electronically serves information in digital not as printed ore visual. Basically it appears information through monitor and finally used for learning. One of computer learning media is CAI (computer assisted instructional). It is a learning material or learning activity using computer. Learning material is determined before, it will come benefit for

graph add realism image and aim practice, laboratory activity, simulation, etc, (3) Fast self – respond in student's learning activity resulting high endurance, (4) recording ability enables individual teaching, individually instruction for all students, mainly for specialized students, add supervising their learning progress continuously, (5) Widely teacher supervision in line with information and enable the supervision directly closer to students. Media is flexible to adapt the self learning speed. Students will finish the learning activity based on their speed. It's different from conventional class where teacher determines the learning speed. Student with fast speed get boring easily, and the lower speed students feel that learning is faster to be followed.

LBC is flexible about place and time. Students must not arrive in certain place and time to follow learning but every time and everywhere through multimedia. Townsend & Townsend (Snyder, 1996: 176) states that there are six benefits using LBC: Multimedia reaches the senses, which enhances learning as it can be tailored to the learning style of individual; Multimedia encourages and validates individual self expression by allowing students to decide how they assimilate information; Multimedia gives a sense of ownership as individual students actually create what they learn; Multimedia creates an active, not passive, atmosphere for learning, which forces students into participation and interaction with presented material; Multimedia acts as a catalyst for communication among the student, and between students and instructors; The use of multimedia is already within the day to day environment of most individuals from automatic bank tellers, to video games and television and most individual can relate to the technology.

Reinhardt (Snyder, 1996: 179) identifies ways how computer increasing learning quality, they are: Multimedia can boost curiosity, creativity, teamwork among participants, multimedia can change the role of teacher from the traditional role of omniscient ruler to that of a tour guide, using multimedia can reinstall the apprenticeship model of learning, multimedia can increase access to information, multimedia can provide a richer environment to penetrate "media overload, multimedia can break down the wall of the classroom.

The most advantage of computer is its ability in presenting flexible material for students and record, the students' progress at same time. Bower and Hilgard (1986: 567) states that one great advantage of the computer over other kinds of educational technology is that it can provide a very flexible presentation of materials to the learner and keep track of the progress of a number of learners at the same time.

Based on above opinions can be concluded that media has important role and determines the success of a learning. The most excellent is computer. The weakness of computer is development in affectivity is still low. If the developing design is not good, it makes students frustrated to learn. For teacher, the main disadvantage is only an administrator from machine, he ignores his responsibility to face the students. Woolfolk (1984: 268) states the weakness of computer is 1) it is unable to give pride to learners about their achievement because computer is only a machine; 2) it has limitation in reading it; 3) computer cannot select ways to interact with students; 4) computer does not teach practically such as: half-fried, and taste tasty food; 5) need good software; and 6) need hardware. Button in computer can be used to instruct in multimedia program. Multimedia is not the only one determiner the success of learning. There are learning motivation, social atmosphere, economic and family education, learning atmosphere, curriculum and teacher.

CONCLUSION

Effective learning needs good planning in media and others element. There are some factors in the qualified learning of pencak silat. A systematic and synergy link among lecturer, student, material, facility, and learning system become one learning process, relevance curriculum, teaching material consisting of various stimulation, enjoyable atmosphere, interesting, challenging, and full of meaning is needed to reach a qualified learning. Variety of LBC needs to select computer learning as tutor. It can enable learning by: serving material or developing interaction process between students and material individually and in teamwork. It gives students information, interesting and planned well to help them understand the material.

REFERENCES

- Ace Suryadi. (2005). *Reformasi sistem pembelajaran*. Makalah disampaikan pada seminar nasional "Teknologi pembelajaran menuju masyarakat belajar" yang diselenggarakan oleh Depdiknas pada tanggal 5-6 Desember 2005, di Jakarta
- AECT. (1977). *The definition of educational technology*. Washington, D.C.: Association for Educational Communications and Technology.
- Azhar Arsyad. (2005). *Media pembelajaran*. Jakarta. PT. Raja Grafindo Persada.
- Benny A. Pribadi. (2004). *Ketersediaan dan pemanfaatan media dan teknologi pembelajaran di Perguruan Tinggi*. Diambil pada tanggal 10 Desember 2005 dari <http://pk.ut.ac.id/jp/52sept04/52benny.htm>
- Bower, G.H. & Hilgard, E.R. (1986). *Theories of learning (5thed.)*. Englewood Cliffs.

- Catton, K. (Mei 1991). *Computer-assisted instruction*, diakses tanggal 3 Februari 2007 dari <http://www.nwrel.org/scpd/sirs/5/cu10.html>.
- Fuad Abdul Hanief. (2005). *Kerjasama lintas sektoral dan lembaga dalam pengembangan SDM*. Makalah disampaikan pada seminar nasional "Teknologi pembelajaran menuju masyarakat belajar" yang diselenggarakan oleh Depdiknas pada tanggal 5-6 Desember 2005, di Jakarta.
- Hardhono, A.P. *Pengembangan bahan ajar multimedia*. Diambil pada tanggal 22 Oktober 2005, dari http://pk.ut.ac.id/pjj/artikel/AP%20Hardhono_a.pdf.
- Heinich, R.et.al. (1996). *Instruction Media and Technologies for Learning*. New Jersey: Englewood Cliffs.
- Merrill, David. (1937). *Design theory and process*. David G. Dalam Twitchell (ed.). *Instructional design theory*. New Jersey : Englewood Cliffs
- Nana Sujana & Ahmad Rifa'i. (2003). *Teknologi pengajaran*. Bandung. Sinar Baru Algensindo.
- Nana Sujana. (2004). *Penilaian hasil proses belajar mengajar*. PT. Remaja Rosdakarya.
- Seels, Barbara B. & Richey, Rita C. (1994). *Intuctional tecnologi : The definition and domain of the field*. Wasington DC : AECT.
- Snyder, L.T. (1996). *Multimedia & learning: Where's the connection?. Developments In Business Simulation & Experiential Exercises*, Volume 23. Diambil pada tanggal 23 Juni 2006, dari <http://sbaweb.wayne.edu/~absel/bkl/vol.23/23bp.pdf>.
- Woolfolk, A. E. (1984). *Educational psychology for teachers (2nd ed.)*. Englewood Cliffs, N J: Prentice Hall, Inc.
- Yusufhadi Miarso. (2005). *Trend teknologi pembelajaran*. Makalah disajikan dalam seminar dan workshop "Trend teknologi pembelajaran dan peluang kerjanya" yang diselenggarakan oleh Program Studi Teknologi Pembelajaran PPs-UNY tanggal 29 Desember 2005 di Yogyakarta.