

# Learning Media and Music Model in Improving Characters and Learning Achievement Pencak Silat Movement

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## Learning Media and Music Model in Improving Characters and Learning Achievement Pencak Silat Movement

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**Abstract:** This study aims to produce scientifically based learning tools and music models that are eligible for fifth graders to improve the learning outcomes of pencak silat motion<sup>34</sup> and build the character of caring, dicipline and knowing its effectiveness. This research is a research and development which refers to Borg dan Gall model. The subjects were fifth graders of SD Al Falah Benda Kota Tasikmalaya the subject for the pleminary test was 4 students. The field trial subjects consisted of 10 students who had not been involved in the initial trial, and the operational field test subjects consisted of 26 students. The results of the study were: syllabus, lesson plan, worksheet and assessment instrument and pencak silat musical accompaniment suitable for Slementary school students. The result shows that learning tool and music accompaniment of pencak silat motion is considered effective because the results of test on caring character is 4,854 and the character of discipline is 1,926 bigger than table that is 1,684 so it shows there is significant difference to the character of discipline and caring between students who follow the learning without learning tools and using develoved learning tools. The conclusion of the implementation of scientific approach based learning and pencak silat musical accompaniment can increase learners' character and learning achievement in pencak silat . it is recommended that pencak silat learning process should unilize scientific approach based learning and musical accompaniment. Upon the completion of the current study, the researcher is intended to conduct further study in comparing live and recorded musical accompaniment in higher level students.

**Keywords:** Learning, Character, Music, Motion Art.

### 1. INTRODUCTION

In recent times, many social phenomena have occurred, including the high number of corruption cases, crime and violence, drug abuse and juvenile delinquency and that phenomena can be the indicators of weak education outcomes in Indonesia. From Data in 2013, there have been at least 128 cases of brawl between students. This figure jumped more than 100% from the previous year. The brawl has killed 82 students, in 2014 there have been 139 fights that killed 12 students (TV One, 2014). Likewise, the social system has shifted from societies that emphasize social feelings into asocial. Many people believe that the Indonesia is currently in a state of illness that requires appropriate treatment<sup>11</sup> through character education at all education levels (Mulyasa, 2007). Thus, the function of national education to develop the ability and shape the character and civilization of a dignified nation in order to educate the nation's life can be done properly.

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Over the past decade, there has been considerable debate around the essential mission of physical education teachers in all sectors (Petrie & Lisahunter, 2011; Berryman, 2010; & McKenzie, 2007). Many studies have found that primary school physical education teachers (PSPETs) have struggled for legitimacy in their schools as a consequence of feeling isolated and devalued by colleagues relative to their instructional duties, and believe that their subject area is marginalized (Kougioumtzis, Patriksson & Strahlman, 2011; Curtner-Smith, 2001; & Johns & Dimmock, 1999). While an international survey suggested that physical education seems to have attained the same or a similar legal status to others subjects, as a school subject, it allocated less curriculum time, and hence its lower status in Asian cultures (Hardman & Marshall, 2005). According to many researchers (Flintoff, 2003; Macdonald & Krik, 1996; & Sparkes, Templin & Schempp, 1993), physical education teachers experience school life very differently to other subject teachers, not only due to the low rank of physical education in the hierarchy of subjects taught at schools, but also that physical education has been defined as peripheral to the central functions of the school.

Who predicts in 2020 as much as 73% of deaths caused by non-communicable diseases, or much as 60% due to low physical fitness./www.kompas.com.health.news.2014). Fu & Fung (2004) in Chin Ming-Kai (2008: 8) reveals '80% of Chinese living in Beijing, Shanghai, and Hongkong behave inappropriately this behaviour also occurs in Europe According to Jan (2001), Tybor, (2005); Janssen, (2005) in Chin Ming-Kai (2008: 9) said that as many as 130,000 school-aged children from 34 European countries have decreased physical activity because most of their time is spent on watching television. Jordan, (2006) in Chin Ming-Kai (2008) describes the results of recent surveys showing "... time children spent on television, videos, video games and computer five hours per day". This issue needs to be addressed as a threat to the improvement of the quality of life.

Physical Education is an integral part of education as a whole, aiming to develop aspects of physical fitness, motion skills, critical thinking skills, social skills, reasoning, aspects of a healthy lifestyle and the introduction of a clean environment through systematically planned physical, exercise and health activities to achieve national education objectives. (Samsudin, 2008). Quality physical education can form good character. According to Ari Ginanjar in Darmiyati Zuhdi, et al. (2009) there are seven human basic characters. While Josephson Institute of Ethics (2005) in Endang Poerwati (2011) categorizes 6 pillars of character, namely (1) trustworthiness, (2) respect, (3) responsibility, (4) fairness, (5) caring, and (6) citizenship. According to Endang Poerwati citing Lewis A. Barbara (2004) suggest 10 pillars of character, namely: (1) care, (2) aware of community, (3) willing to cooperate, (4) fair, (5) willing to forgive, (6) honest, (7) maintaining relationships, (8) respect for others, (9) responsible, and (10) prioritizing safety.

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Most primary school have gradually changed their system from a half-day school to a whole day school, beginning in the 1900s (EDB, 2011). The new school system, together with the new curriculum and education reforms, has added stress to primary school teachers and senior management personnel (Leung & Lee, 2006)

Physical education teachers need to master substantive theories and literature because they contribute to the increased understanding of physical identity and about the professionalization of physical education teachers. (Raymond, Sum Kim Wai, 2016). The very fundamental issue in physical education is not merely how the process of improving the effectiveness of teaching and learning to achieve educational goals. It also contains some demands of change in the cognitive, affective and psychomotor domains at the individual micro level. The main problem in physical education today is the change of culture. According to Bart Crum (1994) in Rusli Lutan (2003) 'movement culture', ie there is a change in active habit move into the habit of inactivity or even the phenomenon of doing nothing lifestyle.

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Here are many martial arts schools in Indonesia such as silat nasional perisai diri, merpati putih, bakti negara, setia hati teratai, and so on (Ni Luh Putu Snyanawati, 2014). Pencak silat as part of learning material of physical education has a goal, among others, to form student character in a more positive direction. Each stance contains values that can shape the student's character. So pencak silat can also be called a sport that can shape the students' character. Pencak Silat coaching should be an integral part of education in order to form a character in respect and responsibility to realize the goals of national education, (Mulyana, 2013). There is a tendency of student's interest in the art of pencak silat motion, one of them is because the teacher in presenting the teaching materials is not interesting to be followed by the students, boredom, boredom and even "averse to" often spoken by the students.

The overcome this, need a real effort for students to have interest and motivation in learning pencak silat art motion. In this case, researchers create a model of pencak silat music that can arouse student's interest in pencak silat art motion. Music in the general sense is the beauty of the that raises aesthetic satisfaction through the sense of hearing (Pekerti, 2006).

Several studies have shown that learning while listening to favorite music will increase the learning concentration of some students. Wiebe found that by listening to his favorite music, a teenager diagnosed with Attention-Deficit / Hyperactivity (ADHD) an underachievement symptom accompanied by hyperactivity, improved learning concentration in school and while homework, improved the ability to remember information, cultivated a positive attitude toward school assignment. (Wiebe, Joni Erin, 2007:ii). The Canadian Association for Music Therapy also found that music can improve memory and attention. (Canadian Association for Musik, 2010).

## 2. METHODS

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This research is a Research and Development method. The development model in this research and development adopted Brog & Gall model (1983) which consists of 10 step. The trials were conducted through the following stages: (1) initial product (material expert's validation, character and evaluation); (2) initial test (small group trial using single one shot study method); (3) field trials (field trials with one group pretest-posttest method); and (4) field test (field test with Quasi experiment method). The subject of the study was fifth graders



of SD Al Falah Benda Kota Tasikmalaya. The small group of trial subject consists of 4 students. The group of field trial subject consists of 10 students. The field trial used 14 fifth graders as the control group and the other 14 as the experimental group.

The assessment results were analyzed to obtain the means. The means were converted into qualitative assesment using assesment criteria (Azwar, 2012).

The questionnaires analysis were done through calculating the measn scores from the students. The score interpretation was done into four scale (Depdiknas, 2010) The character of discipline and caring difference analysis was also carried out. The analysis was also done to identify the difference of discipline and caring character improvement from control and experimental groups. The prerequisite tests required before the analysis were normal distribution and homogeneity test. Normal distribution test was carried out to confirm whether or not the data from every variables were normally distributed. The normal distribution test was administered to discipline and caring character standard. It was done using Kolmogorov-Smirnov. In addition, homogeneity test was done to verify that the data from teh experimental and control groups have similar variance. The homogeneity test was applied in the discipline and caring character data. It was done through F test with 5% confidence level.

### 3 RESULTS AND DISCUSSION

#### The Results

The product developed in this research is scientifically based learning apparatus to build the character of caring and discipline. The product in the form of this learning media has been validated by several experts. The data of validation result of scientifically based approach learning media include data of assessment result by material expert and learning expert.

Based on the results of the analysis, the total actual scores of teacher and student assessments obtained in this preliminary trial are at very good categorical intervals. This provides information that the learning tools and musical accompaniment are effectively used in learning the art of pencak silat motion. In addition, the number of students who rated the learning tool and the accompanying music as very good has fulfilled the effectiveness of more than 80%. Therefore, it can be concluded that learning and musical accompaniment measured through the teacher's assessment component and student responses to the initial test meet the category of effectiveness.

The percentage assesment of caring and dsicipline character of each student is above 80%. This shows the learning media was proven effective in developing caring and disciplined characters. In terms of time discipline, students and teachers make arrangements to reduce the stars in the classroom if they arrive late or commits' a code violation. Thus, the change tn the students' character are quite apparent in this initial trial.

Based on the results of analysis of the two components of the learning media, it showed that the learning tools developed have fulfilled the effectiveness requirements, ie more than 80%. Therefore, it can be concluded that the learning media measured through the

teacher's assessment component and student responses in the field test meet the category of effectiveness. The criteria for the effectiveness of instructional tools were also measured through learning outcomes and students' character assessment. If presented in the form of test chart pencak silat learning achievement students who meet the criteria can be seen in Figure 1.

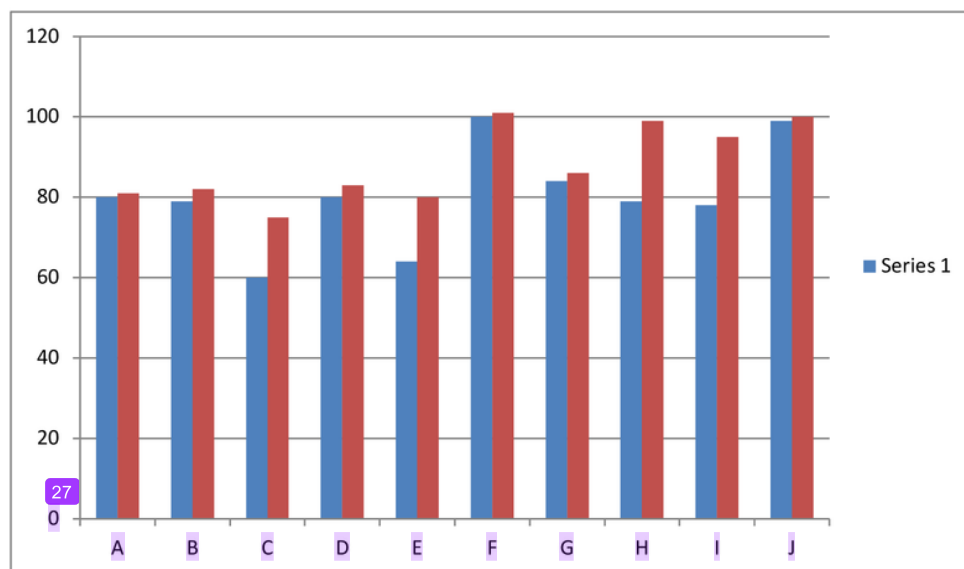


Figure 1 Pencak Silat Learning Achievement

Based on the figure, from the posttest result, all students complete the assessment of test result of learning above KKN SD Al Falah Benda Kota Tasikmalaya. This indicates that the learning media developed have proved effective because the students have successfully completed the tests.

## Discussion

This learning tool was developed with pencak silat lessons. The learning media for building disciplined and caring characters contain a variety of learning experiences. Schunk (2012) says that children begin to show some abstract thought though it is usually defined with characters or actions. The activities in learning media spur direct experience, experiments, interviews, demonstrations, group discussions, and work on the problem. Therefore, the learning media can make learners more interested in learning because every learning on the learning media is based on real-world in accordance with the world of learners, especially in developing the character of caring and discipline. It is in line with Yuldirim & Ayas (2011) stating that: *“Thus worksheets are known to help students gain scientific process skills such as setting up experimental mechanism, recording data, interpreting the data, and so on so that they can conceptualize the concepts in their minds. There are several studies showing that worksheets increase students”* Stedje (2010) *“Character education occurs each minute in the classroom”*. That is, that character education takes place every minute in the classroom.

The learners' character will be increasingly formed with the more frequent learners perform activities on the character-based because a character is a relatively stable nature of a person's disposition.

From the result of this study, the researchers stated that the musical accompaniment model preceded by the children's songs that encourage the activity followed by the typical music of pencak silat can be used for the learning process of pencak silat motion because it can improve learning outcomes and characters. Because this study collaborated cognitive, affective and psychomotor assessments, the results of this study can indirectly strengthen some previous research findings that have proven that cooperative learning models can have a positive effect on behavioral learning outcomes. Grasten dan Watt (2007) "*the development and functioning of intrinsic motivation are specified using the concept of basic psychological needs, namely competence, autonomy and social relatedness*".

Among the result of research indicating that the cooperative model of the syndicate group has a positive effect on the growth of attitudes toward the environment. The syndicated group model has the power in developing a responsible attitude, especially in the learning process (Dwi, 2011). In addition, there were also studies of the impact of the cooperative model, of numbered head and the jigsaw cooperative model, concluding that both models had a positive effect on effective learning outcomes. Both models are very functional to enhance the sense of responsibility, motivation, develop ideas, and communication skills (Rahmawati, 2014). Another model outside the cooperative model that has been studied has an effect on the growing attitudes is the discovery learning model. This model has very positive influence on learning motivation and critical thinking ability (Rahmayanti, 2015) then, there are also research result that show that the criticality of student thinking can be supported by their accounting competence. If students' thinking skills are to be improved, then improve their accounting competence (Pujiastuti, 2015: 1). Logic-based lecturing model positively influences the growth of student academic character ( thoroughness of thinking, critical attitude, and responsibility). (Dedi Heryadi, 2017).

In building the character, in addition through the learning model, it can also be done through the development of media and textbooks. The result of research that tries to develop logic based learning media. The result show that logic-based media have a positive impact on fostering child creativity and intelligence (Sulchan, 2014). Then, there are research results about the strengthening of characters in college by way of development of textbooks based on collaborative learning (Diana, 2016). Joice and Weil (2009: 1) said that, "*A model of teaching is a plan or pattern that can be used to shape curriculum (longterm courses of studies), to design instructional materials, and to guide instruction in classroom and other setting.*" They further claimed that in developing the learning model there are three things that need to be fulfilled, the three things are determining the approach (model orientation), methods (instructional design) and techniques (procedures implemented in the classroom).

*The Theory of Interplaying Identity reaffirmed that PSPETs were able to cope with the preconceptions of the low status of physical education in school ( Stroot, Collier, O'Sullivan & England, 1994; & Sparkers, Templin & Schempp, 1993) through setting themselves as*



*examples of committed professionals and being visible in their versatile roles* (Sum & Dimmock, 2014). Futher, Zentner, et al., 2008 said that, “not all individuals react emotionally to music”. For the secondary education level, further research is recommended. For example, in the pesantren environmeny, character growth (independence and discipline) is better suited through the methods of habutuation, giving advice, reward and punishment methods, and exemplary methods of the kiai and ustad (Tanszil, 2012: 1). Later, in the preschool environment the growth of prosocial behavior was mached by using a game-based learning model (Chin & Zakaria, 2015).

#### 4. CONCLUTION

Based on the result and the analysis, it can be concluded taht: Learning media based on scientific approach and music accompaniment of pencak silat motion art that preceded by children’s music followed by pencak silat music is considered feasible to be used according to expert material and expert of learning with very good value. On learning media products. The learning media based on scientific approach and music accompaniment in pencak silat proved effective to build the character based on op<sup>32</sup>erational field trials with test results of 4, 854 on the cares larger than the table or 1, 684 so <sup>31</sup>it can be concluded there are significant differences on the development of caring characters between students who follow the learning without learning media and use learning media.

The learning media based on the scientific approach and music accompaniment of pencak silat proved effective to build the fifth grade students’ discipline characters. This is based on operational field trials using test on the control class and experimental class with test result of 1,926 on the character of discipline and caring larger than table of 1,684 so it can be concluded there is a significant difference on the development of the character of discipline and caring between students who follow the learning without learning media and using learning media.

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