

Efforts to Improve the Learning Outcomes of Pencak Silat Front Straight Kicks through A Scientific Approach and Learning Variations In Integrated Grade VIII Students of SMP Muhammadiyah 01 for the 2019/2020 Academic Year



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ABSTRACT: This study aims to improve the learning outcomes of pencak silat front straight kicks through a scientific approach and learning variations in integrated grade VIII students of SMP Muhammadiyah 01 for the 2019/2020 academic year. This study used the PTK (Classroom Action Research) approach. The subjects of this study were grade VII students of Integrated SMP Muhammadiyah 01 Academic Year 2019/2020 with a total of 22 students. The object of this study is through the application of "Scientific Approach and Learning Variations to Improve Learning Outcomes of Pencak Silat Front Straight Kick". This research time was carried out in the Even Semester at SMP Muhammadiyah 01 Medan at 08.00 WIB. The research instrument used in this study was an observation sheet of the pencak silat straight front kick learning result test based on the physical education curriculum of SMP Muhammadiyah 01 class VIII Integrated. Data analysis consists of data reduction and data exposure.

KEYWORDS : Straight Forward Kick, Scientific Approach And Learning Variety, Classroom Action Research

I. INTRODUCTION

Education is a systematic process or effort in providing knowledge, skills, values, and norms to individuals so that they can develop optimally. Education has an important role in shaping society and developing human potential (Lengkana & Sofa, 2017). The success of student learning does not only depend on students but also the role of teachers and facilities and infrastructure in schools. Teachers are required to condition the class and choose the right learning method so that the learning process for students can increase, while adequate facilities and infrastructure in the process of teaching and learning activities are also supporting student success so that it is a factor that cannot be ruled out in teaching and learning activities (Lestari, 2018).

The hope that never goes away from a teacher is how to make the learning materials delivered can be accepted by students and obtain good learning results (Sutardi & Sugiharsono, 2016). Physical education providers in schools have been oriented to a central point for teachers (Jatmika et al., 2017). This fact can be seen in the field through observations made by the author that teachers who have full power in the teaching and learning process do not consider aspects of student psychomotor development. So that the method taught does not work well. In the implementation of teaching and learning activities in schools, in general, teachers of physical education subjects tend to use a command style.

Command teaching style, or also known as authoritarian approach, is one of the teaching styles in which the teacher is in full control of the learning process and takes a dominant role in directing and controlling classroom activities (Gani & Kusnaldi, 2020). Usually this style begins with an explanation of the standard technique, and then students imitate and do it repeatedly (Syroj et al., 2017).

Along with that, a question arises whether there are no other teaching styles and learning approaches that can be used and applied in the implementation of physical education other than being more inclined to the command style. As a teacher, of course, you must try to find a way out so that the teaching and learning process is more innovative and efficient (Haris, 2020). As a prospective educator, the author feels that he is researching to find a harmonious approach in changing the learning process that is better used in learning students' movement skills.

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Teaching and learning activities have goals, goals are guidelines that provide direction where teaching and learning activities will be taken (Retnowati et al., 2016). The implementation of learning activities still tends to be carried out using a technical approach in a sport (Aditya & Nugroho, 2019). The application of a technical approach will make it difficult for students to understand the meaning of games in a sport, the impact is that students are less interested in the learning process so that learning objectives are not achieved (Mashud, 2017).

In general, physical education involves physical activity in the learning process and really requires an appropriate teaching style (Pahliwandari, 2016). This is a very important process for physical education teachers in improving the learning process through a scientific approach. It is hoped that by choosing the right teaching style, at the time of teaching will be able to improve learning outcomes. In choosing a teaching style, teachers must consider the advantages and disadvantages in the disadvantages of a teaching style (Bangun & Fitriyani, 2018). Usually teachers can feel comfortable with a teaching style they use, but it can cause an obstacle because of the lack of proper application of that style. Many teaching styles can be used in the physical education learning process in schools, one of which is the scientific teaching style (Sumantri et al., 2016).

The scientific approach is intended to provide understanding to students in knowing, understanding various materials using a scientific approach, that information can come from anywhere, anytime, not depending on unidirectional information from the teacher. Therefore, the expected learning conditions can be created to encourage learners to find out from various sources through observation, and not just being told. The scientific approach used in teaching and learning activities is considered to be able to produce an effective and efficient teaching and learning activity because the scientific learning approach is believed to be the golden bridge for the development and development of attitudes, skills and knowledge of students (Budiyanto et al., 2016).

Based on the results of observations made by the author at the Muhammadiyah 01 Medan Integrated Junior High School from June to July 2019, many students had difficulty in performing the pencak silat front straight kick technique, and based on information obtained from physical education teachers from 22 students only 8 or (36.36%) were completed. While 14 or (63.64%) students were declared incomplete. That is because basic movement skills are not good, how low students' understanding of basic straight-forward kick techniques is less systematic learning, such as direct teacher introduction to basic techniques, lack of variety of learning used by teachers, the teaching method used is the command teaching method, where this teaching method is a teacher who is more active in the learning process.

Judging from the implementation of pencak silat learning at SMP Muhammadiyah 01 Medan, it is carried out conventionally. From conventional learning shows a lack of variation in teaching styles given by teachers to students. In addition, students feel bored following the lesson because it does not involve students interacting in teaching and learning process activities but is fully mastered by the teacher. According to researchers, physical education teachers need to pay attention or respond to these symptoms and not take this for granted. If this is allowed to drag on, it is feared that it will reduce physical education learning achievement. To overcome this, it would be nice if physical education teachers use a learning approach that can arouse students' curiosity.

II. METHODS

This study uses the PTK (Classroom Action Research) approach, the research conducted intends to find information about the implementation of scientific learning approaches and variations of learning delivered with classroom action treatment (Dosinaen et al., 2020). This research approach is Classroom Action Research, where action delivery can be carried out one or more cycles, depending on the success indicators set in this study have been met. The study is terminated if the success indicators in this study have been achieved.



Figure 1 Classroom Action Research Schema

(Source: Arikunto, et al, 2012: 16)

The subjects of this study were grade VII students of Integrated SMP Muhammadiyah 01 Academic Year 2019/2020 with a total of 22 students. The object of this study is through the application of "Scientific Approach and Learning Variations to Improve Learning Outcomes of Pencak Silat Front Straight Kick". The location of this research is at SMP Muhammadiyah 01 Medan Jl.

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Demak No. 3 Sei Rengas Permata, Medan Area, Medan City, North Sumatra Academic Year 2019/2020. This research time was carried out in the Even Semester at SMP Muhammadiyah 01 Medan at 08.00 WIB. The research instrument used in this study was an observation sheet of the pencak silat straight front kick learning result test based on the physical education curriculum of SMP Muhammadiyah 01 class VIII Integrated. Data analysis carried out consists of data reduction and data exposure.

III. DISCUSSION

The table of observations in the initial data from the explanation of the physical education teacher is as follows:

Table 1. Completeness of Learning Outcomes in Initial Data

NO	KKM	Information	Number of Students	Percentage
1	0 KKM < 75	Unfinished	15	63%
2	75 KKM 100	Complete	8	36%

From the results of the initial data obtained by the researcher from the physical education teacher, the researcher continues the research and corrects errors during the learning process and looks for solutions to problems that occur in the initial data. The description of the data obtained by students can be seen in the table below:

Table 2. Description of learning outcomes data Straight Kick Front

NO	Learning Outcomes		Initial Attitude	Implementation Attitude	Final Attitude	Sum
1	Cycle I	Sum	85	65	78	1892
		Average	3,40	2,60	3,12	75,6
2	Cycle II	Sum	90	72	82	2024
		Average	3,60	2,88	3,28	80,9

Table 3 Learning Outcomes of Pencak Silat Front Straight Kick Cycle I

NO	KKM	INFORMATION	Number of Students	Percentage
1	0 KKM < 75	Unfinished	4	28%
2	75 KKM 100	Complete	18	72%

Based on the first cycle table above, it can be seen that student learning outcomes in learning Pencak Silat Front Straight Kicks using a Scientific Approach and Learning Variations have not been completed classically. Of the 22 students who were the subjects of this study, it turned out that only 18 students had learning completeness, namely (72%), while the remaining 4 students did not have learning completeness, namely (28%). The grade point average obtained only reached (75.6) and this is still far from what was expected.

From the observations made by researchers during Cycle I learning, it can be seen that the learning process using the teaching style of the Scientific Approach is very helpful for teacher activities in delivering Pencak Silat Straight Kick material and students more often try movements than just staying still to wait their turn. The results of observations of teacher activities are as follows:

Table 4. Data from Teacher Observations During the Learning Process of Pencak Silat Straight Kick Front through Scientific Approaches and Learning Variations

NO	Assessed Aspects	Cycle I Teacher Activities
1	Appearance	4
2	Open a lesson	3
3	Classroom management	2
4	Presentation of material	1
5	The process of interaction with students	3
6	Utilization of the play approach method	3

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7	Utilization of learning media	4
8	Providing feedback	3
9	Timing	3
10	Close a lesson	2
Number of Scores obtained		28
Maximum Number of Scores		40
Average		70%
Percentage		Enough

This observation activity is carried out with observation sheets that have been provided by researchers. From the observations made by researchers, the following data results were obtained:

Table 5. Data on student observations during the learning process through a scientific approach and learning variations in the front straight kick of Pencak Silat cycle I

NO	Assessed Aspects	Criteria for first cycle students
1	Understanding of the material presented	2
2	Skills that learning carries out	3
3	Activeness in the learning process	2
4	Questioning ability	4
5	Independence	3
Number of scores Obtained		14
Max Score		20
Percentage (%)		70%
Information		Enough

After the learning process is complete, the Cycle II test action will be carried out to determine the results of student learning on the pencak silat material Front Straight Kick with KKM that has been determined by the school, which is 75. this process is carried out by trying 5x Front Straight Kick for one student. So the data on the results of learning Straight Front Kicks are obtained as follows:

Table 6. Learning Outcomes Data of Pencak Silat Front Straight Kick Cycle II

NO	KKM	Information	Number of students	Percentage
1	0 KKM <75	Unfinished	3	12%
2	75 KKM 100	Complete	19	88%

From the results of the data analysis above, it was found that student learning outcomes in learning Straight Kick Front through a Scientific Approach and Learning Variations have reached classical completeness. From the table above, it can be seen that students who completed the second cycle learning process increased to 88% while 12% did not complete this was as expected. From the observations made by researchers during Cycle II learning, it can be seen that the learning process using the inclusion style has increased and is much better than before, the results of observations of teacher activities are as follows:

Table 7. Data from Teacher Observations During the Learning Process of Pencak Silat Front Straight Kick through a Scientific Approach and Variations in Cycle II Learning

NO	Assessed Aspects	Cycle II Teacher Activities
1	Appearance	4

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2	Open a lesson	4
3	Classroom management	3
4	Presentation of material	3
5	The process of interaction with students	3
6	Utilization of the play approach method	4
7	Utilization of learning media	4
8	Providing feedback	4
9	Timing	4
10	Close a lesson	3
Number of Scores obtained		36
Maximum Number of Scores		40
Average		90%
Percentage		Excellent

This observation activity is carried out with observation sheets that have been provided by researchers, starting from the beginning of the learning process to the end of the learning process. From the observations made by researchers, the following data results were obtained:

Table 8. Data from Student Observations during the Learning Process through a Scientific Approach and Learning Variations in the Front Straight Kick of Pencak Silat Cycle II

NO	Assessed aspects	Criteria for II cycle students
1	Understanding of the material presented	4
2	Ability to carry out learning	4
3	Activeness in the learning process	3
4	Learning ability	4
5	Independence	4
Number of scores obtained		19
Max Score		20
Percentage (%)		95 %
Information		Excellent

It can be seen in the learning activities of Cycle II, there are some students who have not completed the learning process. For this reason, there are improvements in learning outcomes, there are several ways that can be done, these learning steps are implemented as a goal of improving learning outcomes, such as learning difficulties in students and forms of improvement in student learning outcomes.

From the data analysis that has been done, it can be concluded that by using a scientific approach and a variety of learning, students experience improvements in their learning outcomes on the front straight kick material and show significant results. From the results of the analysis, it can also be seen that the learning process of students from the initial data is still low. This is because students do not understand and do not understand how to do the front straight kick technique correctly, and some students who have completed have understood how to do the front straight kick technique correctly, and some students who have completed have understood how to do the front straight kick technique correctly. When students practice and compete, many single attacks are launched by students and many kicks do not meet their targets, the factors that influence the process of student attack practice are less varied causing students to feel bored and bored, which has an impact on mastering student attack techniques poorly and other factors that cause student attacks to be less satisfactory because there is no media to support the student practice process (Anas & Adi, 2018).

From data analysis, it is also known that from the results of student learning from the first learning test using a scientific approach and learning variations, there has been an improvement because there has been a complete increase in students even

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though they have not reached classical scores in the front straight kick process, and some students are still confused and do not understand how to do the front straight kick technique, especially the focus and body balance. Then it is necessary to make improvements to actions in cycle II. Straight kicks are often used to earn points when facing each other. To make a good straight kick, it is necessary to have elements of physical condition needed in carrying out these movements to support the implementation of movements properly and correctly (Gustama et al., 2021). Factors that result in less than optimal mastery of straight kick skills, starting from within the fighter to factors from outside the fighter (Barikah et al., 2020). The right exercise program can achieve the desired goals to the maximum (Syamsuramel et al., 2019). In cycle I teachers find difficulties experienced by students in learning. There are 4 students who do not understand the technique of straight front kicks, so cycle II teachers understand repetition or repetition in the learning process at every calm, and add insight in each teaching kick, especially in the room and on body balance.

In learning in cycle II, it can be seen that there has been an improvement in student learning activities from the previous cycle with a significant process. Improvements have occurred in learning by applying scientific approaches and variations of learning designed in cycle II which refer to reflection on cycle I experiences. Repeated exercises make the learning process fun and not monotonous and make students learn optimally to get optimal results (Amroin & Indahwati, 2021).

Students who have not completed the second cycle because they still do not understand and there are still those who are not serious. Improvement occurs because the teacher gives directions so that students can do T kicks according to what is given by the teacher. Teachers and researchers evaluate students' mistakes in making straight front kicks and give direction to students. The suitability of the initial attitude phase (tide stance), when the tide is carried out facing the target, the direction of the body faces sideways and is accompanied by the position of the horses that bend slightly or commonly called light horses (Pratama & Candra, 2021).

Based on the results of the above research, the contribution of scientific approaches and learning variations to improve the learning outcomes of front straight kicks students understand more and easier to do front straight kick techniques properly and correctly with a scientific approach and variations of learning applied by teachers students can carry out the level of tasks that have been provided with the abilities of their respective students. Thus, learning using scientific approaches and learning variations in pencak silat learning can improve the learning outcomes of straight front kicks in grade VIII Integrated students of SMP Muhammadiyah 01 Medan for the 2019/2020 academic year. For more details, the average score of students can be seen in the picture below:

Table 9. Comparison of Learning Outcomes of Straight Forward Kick Initial Data, Cycle I and Cycle II

Test Results	Complete	Completeness Classical	Not Complete	Completeness Classical	Value Average
Initial Data	8	36%	15	63%	65.4%
Cycle I	15	68%	7	32%	
Cycle II	19	88%	3	12%	90,8%

From this process, it can be concluded that using a scientific approach and learning variations can improve the learning outcomes of straight front kicks in grade VIII Integrated students of SMP Muhammadiyah 01 Medan for the 2019/2020 academic year. These basic skill aspects become absolutely mastered by prospective fighters so that in the process of coaching to a higher level can be sustainable and the biomotor components needed in pencak silat are strength, speed, power, flexibility, agility and coordination. But this does not mean that other biomotor components are not needed in martial arts, such as balance and endurance (Yulianto, 2017).

In Pencak Silat the kick technique is as important as the punch technique, but the kick has greater power than the punch force. When kicking a good balance is prioritized, not only the weight rests on one leg but also caused by the shock of the back force at the time of impact (Sandika et al., 2021). Attacks with feet that enter the target, without being hindered by blocking, avoiding or evading the opponent will get a value of two (Yuda, 2020).

IV. CONCLUSIONS

From the results of research and discussion, the following conclusions can be drawn "Through a Scientific Approach and Learning Variations Can Improve Learning Outcomes of Pencak Silat Front Straight Kick in Grade VIII Students of SMP Muhammadiyah 01 Medan Academic Year 2019/2019".

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