The Development of a Character Education Model through Pencak Silat Teaching in Elementary Schools

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Abstract : One of efforts to implant character values is through pencak silat which is referred to as martial art and sport education. *Pencak Silat* is a martial art and sport inherited from Indonesian ancestor. This form of education has been carried on since childhood such that, students acquire strong character when they are in the elementary school. This way, they are expected to implement their acquired character values attained during adulthood. This research is aimed to get feedback from school society on the application of character-based pencak silat learning model. The research method used is research and development (R&D) which includes preliminary study, testing, and model validation. The preliminary stage consists of survey conducted in elementary schools on current pencak silat learning. Testing stage is started with limited testing conducted only in two elementary schools. Then, the broader testing stage is conducted in five elementary schools in Sumedang Regency. The result of research shows differences between conventional pencak silat learning and character-based pencak silat learning as the development of the former learning.

Keywords : Character-based Education Model, Conventional Pencak Silat Learning, and Character-based Pencak Silat Learning.

1. INTRODUCTION

Moral and character crises has happened on either individual or collective level, which are reflected into education institution from national to local institution. Considering this situation, to build national culture and character it is necessary to construct an education programme and process which is not separated from environment factor with its social, cultural, and humanity values.

Character building can not be applied in empty space which has no value, because character values are tightly tied to life. The integration of all teaching materials and processes is important in accelerating student moral and character building. But, values can not be taught only. That student finally encounter the meaning of a character value, it must be acquired through continuous habituation, understanding, example and application.

Quoting Likona (1992), character education is the best tool to boost democratic social life. Democracy is a reflection of human character that grows in every individual in the context of collective life. In the democratic society, every person has moral commitments in social life, such as respecting his own and another person's rights, obeying norms and rules, participating in working together, caring social prosperity et cetera.

Those kind of values can be grown in every human being since childhood as the foundation of citizen's life. Being explained above, character education has strong relation with life and should be implemented not only by teaching, but also through continuous habituation, understanding, example and application until the student can find the meaning of value by himself.

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One of the tools to implement this character education is pencak silat education. We need to know that pencak silat is a cultural heritage of Indonesian nation that has many strengths in developing character education and has guided Indonesian nation to its independence.

We have known that our national heroes Tjik di Tiro, Imam Bonjol, Fatahillah (Sultan of Cirebon), Diponegoro et cetera were silat warriors. Furthermore, in the indepence war era pencak silat martial art skills were developed perpetually by Indonesian, and finally used to confront the dutch in guerilla warfare. Fighting the Allies physically in November 1945, many of our combatants were well-trained in pencak silat from Pesantren of Tebu Ireng, Gontor and Jamsaren.

Thus, the development of art and sport aspects will be able to grow the youngster's passion toward pencak silat, passion toward one of nation's cultural wealth and creativity. And the passion of this young generation is very important and meaningful in strengthening particularly our social and cultural endurance, and generally our national endurance. Pencak silat is also a tool that be able to nurture mental and spiritual aspect, especially to construct noble character and tough soul.

The influence of pencak silat practiced in formal education system from elementary level will help the buds of this nation acquiring their patriotism, noble character, discipline, and belief in God. And this task is on the shoulders of physical education (P.E.) teachers. Hence, the challenge for teachers in running this pencak silat learning is to be able to create an education that covers application of and focus on construction of student's character building.

The concept of character specified for the purpose of education and development of good citizen is defined by the Department of National Education (2010:2). Character can be interpreted as good personal quality. It means knowing, having willingness to do, and really doing good deeds that will shine coherently as the result of the cultivation of mind, body, sense, and will. Therefore, it is necessary to do research on how character-based education model is developed through pencak silat learning in elementary school as one of efforts in building national character.

This research is very important and urgent to do as one of efforts in developing another aspect needed by students to become mature person with good character acquired through character-based education model applied in pencak silat education. This character building also become one of focuses of Indonesia University of Education (UPI) 2025 vision. By the year of 2025, UPI is supposed to become a leading and outstanding university in education by building UPI students' character. It is executed systematically by implanting character values in the components of knowledge, awareness, willingness, and action related to God, themselves, fellow being, environment and nation so that they become meaningful being (tim, UPI Rumah Kita (2012).

Theoretical Overview

Education household is not merely about transferring science and technology to the student. Above all, education should be able to build a civilized, morality-centered, and noble nation which is not only measured by academic intelligence, but also spiritual and emotional intelligence. Referring to the context above, the quality of national education will be decided by how far the teachers and other educators deliver professional service and meaningful learning experience to the students.

To achieve that goal, the existence of holistic character education is absolutely necessary. According to Lickona (1992), character education is an effective tool to boost democratic social life and this democracy is reflected from the quality of human that grow on every individual in the context of collective life.

In a democratic society, every person has moral commitment in the social life including respecting his own and another person's right, obeying norms and rules, participating on working together, caring social prosperity, et cetera. Thomas Jeferson believes that those kind of character values can be initiated on everyone since childhood as the foundation of citizen life.

The growth of moral and character are influenced by someone cognitive development stages from the most simple until the most complex stage. Marlene Lockheed (1990) underlines that elementary education essentially is an institution that builds framework for the growth of students' character as citizen. Character can only be grown after three stages, *i.e.*: *initial stage, formal stage* and *transitional stage*. The last stage is called "the stage of meaning" as an cumulative effect of student's character growth.

The highest character that can be achieved by the student is the fourth stage, the stage of meaning. At this stage, student's character may be developed sustainably. To achieve the highest stage of character development, the student must experience these stages.

- Habituation stage (*initial stage of character building*); is the stage when the students do not have capability to differ the good and the bad (*manner*) that they tend to do everything they want. So, the more appropriate character education method at this stage is "habituation" without explaining to them the reason to do or not to do.
- Understanding stage *(value clarification stage)*; is the stage of development when students begin to understand various phenomenon they observe and why they must acquire value, attitude or behave certain manner.
- Intervention stage *(application stage)*; at this stage students are participating in activity or application of habituation and understanding of character in a real situation at school, for example through application of various life skill education. They are included in various real activity to apply value, attitude and behavior as the noble character.
- Meaning stage (*stage of meaning*); is the last stage, in which students can feel the meaning of value, attitude and positive behavior which are understood and done so far, either related or not to the learning. This stage, has long-term effect, and after achieving this stage, students can achieved institutionalized values and feel benefit of what they have done. This is the condition that supposed to be created by qualified character education process as the basic of character growth. This stage of meaning should be the most decisive stage in every qualified education process as the basic for the sustainability of character and personality growth.

The formulation of institutional responsibility of UPI as education institution for teachers (LPTK) show strong relationship with character concept. The responsibility of UPI is implemented by making program of "UPI RUMAH KITA SEBAGAI MODEL PEMBINAAN KARAKTER MAHASISWA" which stands for "Our home UPI as the model of students character building". Basic principles in building character of UPI students are done through special programs related to character, e.g. curricular activity, extra-curricular activity, cultural environment, system enforcement and enhancement. This character building model is focused on the development of students' potential as a whole unity through system enforcement and enhancement activity, extra-curricular activity and cultural environment.

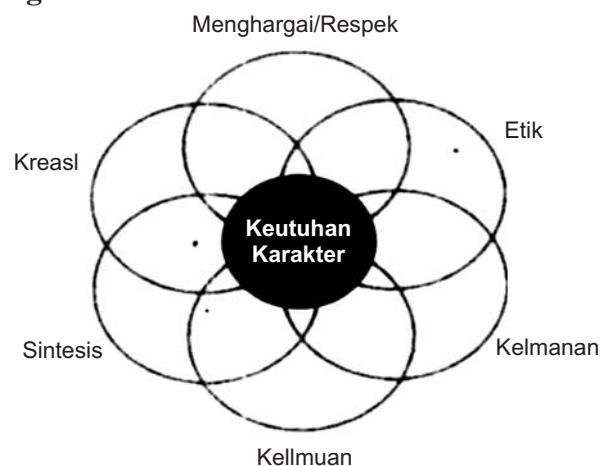**Character (integrity) building values**

Figure 1

Character building should be multilevel, multichannel and multi-setting. Based on this framework, the character building of UPI student need example *i.e*, real behavior in the authentic life setting which cannot be built instantly.

Character as process and product

Character should not be merely considered as a product, but process. Character building as a sustainable and endless as long as human community exists and do want to exist. Based on this paradigm, character building should be able to facilitate self-knowing (related to life opportunity and challenge), behavior improvement (through good and right process) and good and right result achievement (character product).
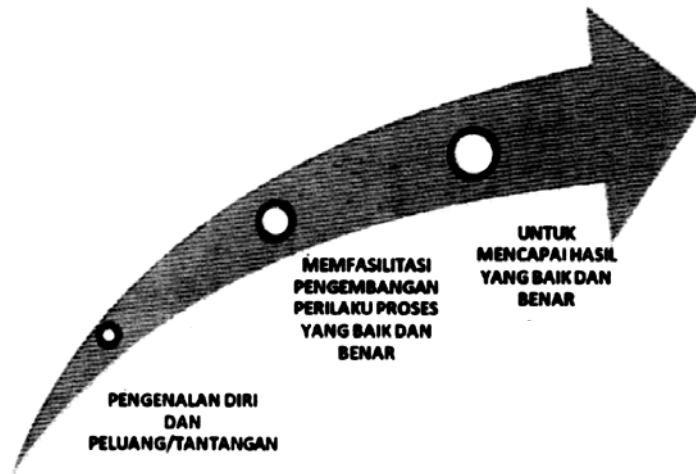

UNTUK
MENCAPAI HASIL
YANG BAIK DAN
BENAR

MEMFASILITASI
PENGEMBANGAN
PERILAKU PROSES
YANG BAIK DAN
BENAR

PENGENALAN DIRI
DAN
PELUANG/TANTANGAN

Figure 2

Assessment/ Evaluation

Referring to chapter 1 of Law of National Education System (UU Sisdiknas), it can be concluded that student or college student are considered as thinker that actively develop his potential and search his meaning of life. Character building must be able to construct the values of discussion, communication, collaboration, and cultural interpretation of knowledge. Therefore, the assessment/ evaluation of student's character building is an integral part of the meaning of about, as and for learning/ teaching.

Tentang Belajar/
Pembelajran

Sebagai Belajar/
Pembelajran

Untuk Belajar/
Pembelajran

Figure 3

Character building of UPI student should be implemented based on character education strategy that adopt for-and-by-all principle. The first strategy can be implemented through academic process (tri darma), *e.g*. learning, research and social responsibility. The second one is through student's activity,

i.e. the development of various core value through real activity. The third is through campus environment media (physically, also socio-psycho-culturally). The fourth is through work environment media, related to roles, commitment, responsibility, and ethics.
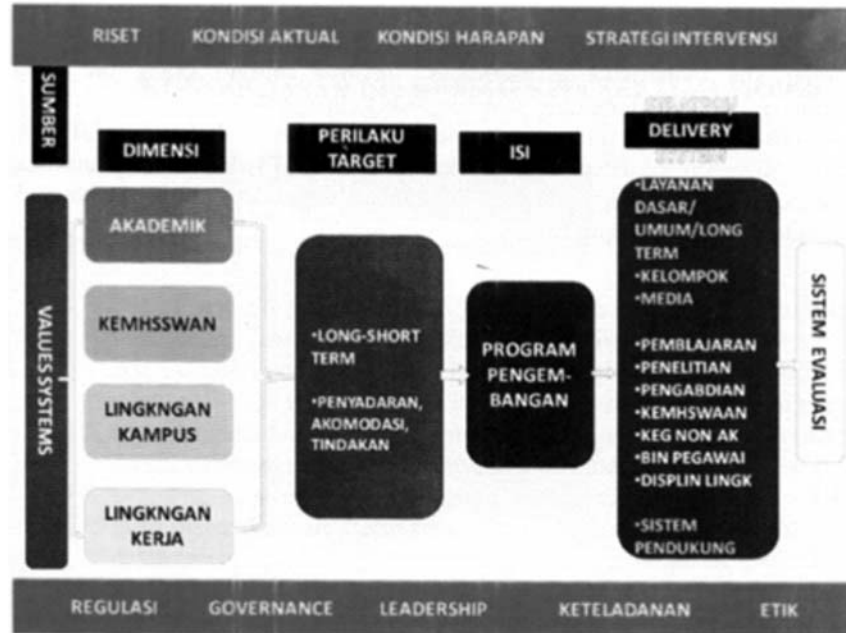

Figure 4

Methodology of Research

The length of time needed to complete this research is a year which last from January to December 2015. The location of research are elementary schools in Sumedang Regency and the sample consists of seven schools taken from 26 districts of Sumedang Regency.

Two schools are used to make the development design of character-based education model, *e.g.* SDN Panyingkiran I and SDN Panyingkiran III. For testing the instrument we use SDN Gentur, and for testing the development of character-based education model we use SDN Tanjungsari II and SDN Gudang.

Research method used is quasi-experimental method with pretest and postest control group design. This research design is also aimed to observe the improvement of students' character before and after the implementation of character-based education model through pencak silat learning in elementary school.

This research is aimed to apply the development o character-based education model through pencak silat learning in elementary school. The subject of research are the grade 5 students from seven elementary school in 26 districts located in Sumedang Regency. They are at average 10 until 12 years old and have regular student status which means they have enough time to focus on their study in elementary school. They are taught by experienced and certificated physical education teachers. While the object of research are students' capability on knowledge, skill and attitude by the applying the development of character-based education model in pencak silat learning.

Data collecting technique used in this research are observation, interview, questionnaire, and test. Based on the data collecting we can obtain qualitative and quantitative data. Qualitative data are analyzed by descriptive analysis technique perpetually based on the data obtained (Maleong: 2006). While quantitative data are analyzed by statistical analysis approach (Sudjana, 1989), especially t-test analysis and one-way ANOVA with the help of SPSS software.

Questionnaire instrument testing is done to check the validity of the measurement used in this research. Testing is used through validity and reliability test to check the validity and consistency of the measurement used in this research. There are 25 items of questionnaire asked to the respondents taken from elementary school students.

2. RESEARCH RESULT

Table 1

Central Tendency	Pre-Test		Post-Test	
	Control	Experiment	Control	Experiment
Mean	73.01	72.18	71.31	72.40
Max	78.50	79.50	80.00	80.00
Min	68.50	64.50	65.00	65.00
St.dev	2.051	2.240	3.228	3.144
Normality Test				
Statistics	0.152	0.093	0.133	0.163
Sig.	0.000	0.084	0.001	0.000
Evaluation	Normal	Not Normal	Not Normal	Not Normal
Homogeneity test				
Statistics	0.021		0.593	
Sig.	0.885		0.442	
Evaluation	Homogenous		Homogenous	
Hypothesis testing				
Statistics	–2.422		–2.542	
Sig.	0.055		0.011	
Evaluation	H_0 accepted		H_0 rejected	

Based on table above, normality test for pre-test obtains significance value of control class of 0.00, which is less than alpha of 0.05. This way, H_0 is rejected and H_1 accepted, and the conclusion is that control class data is not normally distributed. While for experiment class we obtain value of 0.084, more than 0.05, so that H_0 is accepted and H_1 rejected, therefore we conclude that experiment class data is normally distributed. For post-test normality test, significance value obtained by control class is 0.001, less than 0.05, so that H_0 is rejected and H_1 accepted, and control class data is not normally distributed. While for experiment class we obtain significance value 0.000, less then 0.05, hence H_0 is rejected and H_1 accepted, and we can conclude that experiment class data is not normally distributed.

For homogeneity testing, Levene's statistics value obtained is 0.021 with significance of 0.885. It is more than 0.05, thus H_0 is accepted and H_1 rejected, so we can conclude that the data is homogenous. It means the average knowledge score of both sample before treatment are equal. While the result of homogeneity test of post-test data is 0.593 of Levene's statistics with significance 0.442. It exceeds 0.05, thus H_0 is accepted and H_1 rejected, and we can conclude that average knowledge score of both sample after treatment are equal.

For the hypothesis testing of the research taken from post-test data, we obtain significance value of 0.011. It is less than 0.05, thus H_0 is rejected and H_1 accepted, and we can conclude that there is significant difference between control group and experiment group based on post-test result. It means conventional pencak silat learning group different from character-based pencak silat learning group.

Analysis

This research originally is intended to investigate how far the implementation of pencak silat learning can implant character values in physical education. Furthermore, this research try to investigate how the positive contribution of pencak silat learning can improve the result of physical education learning. It is because measurement tool used consists of learning's result test and attitude (through questionnaire) that measure values in the character-based education. Learning's result test of pencak silat include evaluation of wiraga, wirahma and wirasa which will reach the total of learning result of skill, knowledge and attitude of pencak silat as Indonesian pride. While the questionnaire particularly investigate character values acquired by the students either before or after the implementation of pencak silat learning.

The result of research indicates that pencak silat learning can improve physical education learning result, although it is not too significant. But, at least it can improve the learning motivation of the students. The implementation of pencak silat learning followed by gendang has changed the image of learning. Before, pencak silat was only martial art. But, then it positively contributes in improving character values in the physical education learning such as teamwork, responsibility, courage, honesty, endurance and religiosity.

So far, pencak silat learning is identical with martial art learning which prioritize power and muscle to win a contest. It is also practiced in a few amount of time as the complement of physical education lesson and extra-curricular activity. In preliminary survey result, the headmasters generally agree that pencak silat is for extra-curricular activity. The students also agree that pencak silat is not favorite subject.

The result of research indicates that character-based learning model implemented in experiment group and conventional model implemented in control group show no difference in elementary school. The students participating in this research are grade V students which psychologically love to play so they consider pencak silat learning really joyful. This way, it is not clear which the focus whether pencak silat is only ordinary sport or pencak silat with character values.

Pencak silat martial art and sport as learning lesson in physical education is very interesting to observe. It becomes challenge and opportunity to instructors and PE teachers in elementary school. It is interesting to observe how far PE teachers can convince the decision makers that pencak silat is very important in nurturing character value of nation and should be studied in PE curriculum in elementary school.

The result of research indicates that character-based pencak silat learning model differs significantly from the conventional model. It is because the character-based model has uniqueness in its systematic and learning media. The instructors start to introduce the chronicle of pencak silat martial art and sport in this country, then warming up, core activity and cooling down. In the core activity session the instructors deliver messages about character values. In this session, too, the students begin to do partial moves and then combine those moves with the help of music. Without music, pencak silat learning is far from joyful learning.

3. CONCLUSION

Based on analysis on previous chapter, we conclude some results of this first year research. These are conclusions obtained to answer the question of the research:

Pencak silat learning in elementary school fulfills curriculum requirement but is only held in extra-curricular activity. The implementation of this model is oriented to character values such as honesty, discipline, responsibility, endurance, teamwork and religiosity. Conventional pencak silat learning only has orientation toward martial art and sport aspects.

Character-based pencak silat learning model differs significantly from conventional learning. This model is related to daily life and designed to lead students toward joyful learning – for example through the usage of gendang. Character-based learning model applied in pencak silat lesson can be selected as one of physical education lessons in elementary school.

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