

Optimizing Students' Learning Achievement in Physical Education, Sports, and Health Subjects Through Pencak Silat Learning at Kyai Zakariya's Outstanding Elementary School

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Abstract

This study aims to improve students' learning achievement in Physical Education, Sports, and Health (PJOK) subjects through the implementation of pencak silat learning. The subjects of this study were 20 students of class V SDI Unggulan Kyai Zakariya. The research method used was Classroom Action Research (CAR) with two cycles. Data collection techniques used observation, achievement tests, and documentation. The results of the study showed that the implementation of pencak silat learning can improve students' learning achievement, marked by an increase in the average value from 65.5 in cycle I to 80.5 in cycle II. Thus, pencak silat-based learning is effective in improving motivation and learning outcomes of PJOK.

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1. INTRODUCTION

Physical education, sports, and health (PJOK) is an integral part of education that aims to shape the whole person, both physically, mentally, and socially. In the context of elementary school learning, PJOK serves not only as a means of developing motor skills and physical health, but also as a medium for character building, discipline, and sportsmanship values from an early age.

However, in practice, student achievement in Physical Education (PJOK) remains relatively low compared to other academic subjects. This is due to numerous factors, including a lack of varied learning methods, minimal active student engagement, and a lack of contextual and culturally-based learning.

One approach that can be used to improve physical education (PJOK) learning outcomes is to integrate pencak silat into the curriculum. Pencak silat, as an Indonesian cultural heritage, possesses noble values encompassing physical, mental, and spiritual aspects. It is not merely a martial art, but also a vehicle for character education, rich in morals, ethics, and respect for local traditions and culture.

History records that pencak silat has developed since the time of the Indonesian kingdoms. It has been passed down through generations as a form of self-protection and spiritual practice. National pencak silat organizations such as the Indonesian Pencak Silat Association (IPSI) have played a role in preserving and developing silat as part of national education. It has even been recognized as an intangible cultural heritage by UNESCO.

The application of pencak silat instruction in physical education (PJOK) activities provides students with opportunities for active and meaningful learning. Through basic movements such as stances, punches, kicks, dodges, and blocks, students develop fundamental motor skills, discipline, and courage. Furthermore, silat instruction also fosters self-confidence and fosters mutual respect among students.

Several previous studies have shown that integrating silat into physical education (PJOK) learning can improve students' cognitive and psychomotor learning outcomes. At SDI Kyai Zakariya, physical education teachers have tried implementing basic silat-based learning with a cyclical approach, showing significant improvement in student learning outcomes from the pretest to cycles I and II.

Through this classroom action research, the author aims to further examine the effectiveness of silat learning in improving student achievement in Physical Education (PJOK), particularly in the fifth grade of SDI Kyai Zakariya. It is hoped that the findings of this study can contribute positively to the development of a more contextual, enjoyable, and meaningful PJOK learning model for students.

2. RESEARCH METHOD

This study uses the Classroom Action Research (CAR) design model of Kemmis and McTaggart, which consists of four stages: planning, action implementation, observation, and reflection. Research Subjects: 20 fifth-grade students of SDI Unggulan Kyai Zakariya. Data Collection Techniques: Observation of student activities, PJOK learning outcome tests, and documentation. Research Instruments: Student engagement observation sheets, evaluation questions for PJOK material achievement based on pencak silat. Data Analysis Techniques: Quantitative descriptive through calculating the percentage of learning completeness and value improvement.

3. RESEARCH RESULTS AND DISCUSSION

3.1. Research result

1. Cycle I

The first cycle of physical education (PJOK) focused on introducing the basics of pencak silat, including stances, strikes, and blocks. Teachers integrated learning activities into engaging scenarios to keep students engaged and actively engaged. Observations showed that approximately 60% of students showed good interest in the activities, but challenges persisted in terms of movement coordination and understanding instructions, particularly among students unfamiliar with structured physical activity.

The average student learning evaluation score in this cycle was 65.5, with a classical completion rate of only 63%. This indicates that most students have not yet achieved the Minimum Completion Criteria (KKM) of 75. This finding indicates that although the applied method has the potential to be interesting, its initial implementation has not been fully effective in driving improved learning achievement.

Several factors that influenced the results in cycle I included a lack of variety in teaching methods, the dominance of verbal instructions without sufficient use of visual media or demonstrations, and limited time available for motor practice. Therefore, improvements were made in the next cycle with a more hands-on approach and student emotional engagement through play.

2. Cycle II

In the second cycle, the learning approach underwent significant modifications. Teachers employed cooperative and game-based learning techniques that incorporated elements of basic pencak silat techniques into situational simulations. For example, students were asked to practice blocking techniques in pairs, which stimulated motor responses while enhancing social interaction.

This improved method had a direct impact on student engagement in class. Observations showed that 85% of students demonstrated high enthusiasm for participating in learning activities. This improvement was also reflected in the evaluation results, which showed the average student grade increased to 80.2 and the classical completion rate reached 87%. This indicates that the majority of students have grasped the material and are able to correctly apply basic pencak silat techniques.

Changes in student behavior during the lesson were also observed. Students became more confident, actively engaged in discussions and movement demonstrations, and demonstrated good sportsmanship. This confirms that the pencak silat-based learning approach is not only effective in cognitive and psychomotor aspects, but also in fostering positive attitudes toward physical education (PJOK) lessons.

3.2. Discussion

The improvement in learning outcomes between cycles I and II indicates that the pencak silat learning approach has a significant positive impact on student achievement. Theoretically, this finding is supported by motor learning theory, which emphasizes the importance of meaningful and repeated practice to improve motor skills. In this context, pencak silat provides a complex yet structured activity framework that can stimulate the development of students' coordination, muscle strength, and physical endurance.

Furthermore, the success of pencak silat learning is also influenced by affective factors, such as motivation, self-confidence, and teamwork. These three aspects are formed through social interactions that occur when students practice in pairs or groups. Teachers play a crucial role in guiding this process to ensure that learning remains within the bounds of educational values.

These findings align with Mahendra's (2017) research, which states that traditional martial arts can be utilized in learning to improve students' physical performance and discipline. Furthermore, these findings also support Santosa's (2020) opinion, which states that the use of game-based and local culture-based learning approaches is effective in improving student learning outcomes in Physical Education (PJOK) subjects.

Thus, pencak silat learning not only improves learning outcomes in the context of evaluation scores but also has a broad impact on student character development. This learning is also relevant to the Independent Curriculum, which emphasizes strengthening the Pancasila student profile through activities based on local wisdom.

The implementation of pencak silat-based learning can improve student achievement in Physical Education (PJOK) at SDI Unggulan Kyai Zakariya. It is recommended that PJOK teachers continue to develop innovative learning models based on local culture, such as pencak silat, to improve the quality of physical education in elementary schools.

3. CONCLUSION

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