



THE INFLUENCE OF RECIPROCAL TEACHING STYLE, EXERCISES AND COMMAND ON THE LEARNING OUTCOMES OF PENCAK SILAT TEPAK PALEREDAN

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Abstract

This study aims to compare reciprocal teaching styles influence, exercises and command on learning outcomes of pencak silat paleredan. Experimental research method with Pretest-Posttest Group Design research design. Samples that fulfilled the requirements were 38 people. The research found that 1) the influences of Teaching Style Reciprocal toward Learning Results Pencak Silat Tepak Paleredan, 2) There is the influence of Teaching Style Exercise on Learning Outcomes Pencak Silat Tepak Paleredan, 3) influences of Teaching Style Command on Learning Outcomes Pencak Silat Tepak Paleredan, 4) The teaching exercises style have more significant impact on learning outcomes martial test Tepak Paleredan compared Reciprocal teaching style and Command. Then it can be concluded that the three teaching styles have a significant influence on the learning outcomes of the Paleredan Pencak silat in the Universitas Nusa Cendana Penjaskesrek Academic Year 2019/2020

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INTRODUCTION

Martial Arts course especially *Tepak Paleredan* is a new thing for the study program of physical education and recreation faculty in Nusa Cendana University. This course subject in previous years was only about basic techniques without including elements of art.

In the academic year 2019/2020, the Martial Arts course added art material with the inclusion of the *Paleredan Box* as teaching material and became a value for the Final Examination Semester. So, the researcher who is also a Martial Arts lecturer who wants to analyze how student's learning outcomes after being given the *Paleredan Boxing* material, with three teaching styles, namely command, training, and reciprocal teaching styles.

The Nature of Reciprocal Teaching Style

Based on Spectrum of Teaching Style, teaching style is divided into several levels (Table 1)

Table 1 *Spectrum of Teaching Style Mosston*

<p>A Command Style — The teacher fully determines what students do from beginning to end.</p> <p>Style B Exercise — Students do exercises from the assignment given by the teacher.</p> <p>Style C Reciprocal — students are in pairs, one is the teacher and the other is the student.</p>

Source: *Mosston & Ashworth*

Mosston explains that in reciprocal teaching styles, students are divided into two roles, one being a teacher and the other being a student. Mosston provides label or symbol letter C for reciprocal teaching styles. This teaching style gives students an opportunity to express their opinions or feedback to their friends who act as students. The teacher, whose role was

originally to provide feedback, has now been taken over by students so students are required to be active during learning and cooperate with friends who are partners.

According to Muska Mosston in Hewitt, M., Edwards, K., Ashworth, S., & Pill, S. (2016) "Reciprocal teaching styles are teaching styles that tend to emphasize social relations (cooperation) between peers and giving feedback with a short time"

The nature of reciprocal teaching style based on Muska Mosston in Hewitt, M., Edwards, K., Ashworth, S., & Pill, S. (2016) as follows:

1. There is an friendship element (best friend).
2. Students are trained to increase patience, mutual respect and tolerance between friends.
3. There is a good assessment when students have successfully carried out their roles, in the form of verbal words (praise) and written assessment.
4. Students are trained to establish social relations through all tasks that are done in pairs.

Previous research conducted by Setiawahyu, MI (2017) found that reciprocal teaching styles had a positive effect on improving soccer skills in students as indicated by an increase in final ability test scores compared with initial test scores.

Teaching Style Exercises

Based on Mosston's Spectrum of Teaching Style, it is divided into several levels (Table 1). Mosston explained in teaching style exercise, the students did the exercises based on the learning tasks design given by the teacher and Mosston

named them the Style B code for the teaching style of the exercise.

The teaching style of practice has a task division between the teacher and students. The teacher's role makes all things related to learning starting from the stage before learning takes place, when the implementation to the stage after learning is carried out. At the implementation time, teacher gave to student's authority to choose and determine how the learning process took place was also given sufficient time to understand the parameters or competency criteria that must be achieved in accordance with the teacher's direction.

Asim (in Putra, HB, Asim, A., & Hariyanto, E. (2017) stated that "the teacher starts to get used to giving responsibilities to students to determine learning activities intentionally and freeing students to do various appropriate ways to do all the tasks" .

Contrary to Husdarta (in Son, HB, Asim, A., & Hariyanto, E. (2017) which states that "the students were given the authority independently or individuals to do the exercises, so any teacher to make corrections to individual pupils activities (One by one student is given corrections to correct errors when carrying out the assignment.)

Based on the experts' opinion above, it can be concluded that the teaching style of the exercise is a teaching style that gives authority or responsibility to students to determine the learning activities implementation and the teacher makes constructive corrections if it occurs mistakes made by students.

Typical Command Teaching Style

Based on Mosston Teaching Style Spectrum, the teaching style is divided into several levels (Table 1). Mosston explained in the teaching style the teacher command who is fully responsible for all learning activities and holds control from the pre-learning stage to the post-learning stage. Mosston provides the Style A symbol or code for the command teaching style.

Mosston (in Siregar, Fajar Sidik, 2019) divides the teaching style into three stages, are: before learning, during implementation, and after learning. All actions in all three stages are fully controlled by the teacher who is the hallmark of the command teaching style.

The objectives of the command teaching style according to Mosston (in Siregar, Fajar Sidik, 2019) are: (1) immediate and immediate responses are carried out according to the teacher's direction (2) all students take the same actions simultaneously (3) students' actions are adapted to the learning model used by the teacher (4) students' responses can be adjusted to the example that the teacher has demonstrated so that students only have to imitate.

Characteristics or characteristics of command learning according to Mosston (in Siregar, Fajar Sidik 2019), as follows: (1) the teacher holds full control (2) the responsibilities and tasks of students are to imitate and carry out according to the teacher's direction (3) to create productive learning activities and actively (4) students become more motivated and participate in learning activities, (5) students instill disciplinary values.

The research results conducted by Siregar, Fajar Sidik (2019) showed that there was a significant increase in learning outcomes *shooting* (throwing into basket baskets) which is one of the materials of basketball in high school students in class X Bina Karya, after getting learning through style teach command.

Agree with the research results by Hasibuan, N. (2013) showed that there was a significant increase in physical fitness and aspects of knowledge in class VI MIN Medan Tembung after getting learning through command teaching style.

This study was strengthened by Setiawahyu, MI (2017) which showed that there was a significant increase in soccer learning outcomes in students who had results pre-test high, after getting learning through the command teaching style.

In line with research conducted by Mulyana, FR (2017) shows that there was a significant increase in learning outcomes for stut (one of the floor gymnastics material) after being given learning through command teaching style rather than training teaching style in PJKR Siliwangi University students in Tasikmalaya City.

This study was also supported by Tri Juniar, D. (2018) who showed that there was a significant increase in learning dolyo chagi outcomes in students with low motor ability, after getting learning through the command teaching style.

Based on research results above, it can be concluded that the command teaching style can improve student learning outcomes.

METHODS

Research Type

This research type is an experiment using Pretest-Posttest Group Design.

Table 2. Pretest-Posttest Group Desain

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
0 ₁	X ₁	0 ₂
0 ₃	X ₂	0 ₄
0 ₅	X ₃	0 ₆

Where:

01 = Pretest of Command Teaching Style Group

02 = Posttest of Command Teaching Style Group

03 = Pretest of Teaching Style Group Exercise

04 = Posttest of Teaching Style Group Exercise

05 = Pretest of Reciprocal Teaching Style Group

06 = Posttest of Reciprocal Teaching Style Reciprocal Teaching Style Group

X1 = Treatment with Teaching Style Command

X2 = Treatment with Teaching Style Exercise

X3 = Treatment with Reciprocal Teaching Style

Participatory

The population in this study were all third semester students of physical education and recreation faculty, Nusa Cendana University in the academic year 2019/2020.

Sampling Techniques

Determination of sampling using purposive sampling where samples are taken based on criteria determined by researchers, are; 1). Take the initial test and final test 2.) Always present for 8 meetings. After selecting the samples based on the two criteria, there were 38

people who met the criteria. The treatment was given 8 times.

The treatment group was determined based on the pretest results. Students who get low grades are included in the command teaching style group, while those who get high grades are included in the reciprocal teaching style group and those who get grades are included in the practice teaching style group. Then each group was given treatment and a conducted posttest was to determine the treatment effect on *Tepak Paleredan* martial arts learning outcomes. Data collection techniques by taking the pretest and posttest learning outcomes value of *Tepak Paladan* movement.

Data Analysis

Data analysis uses SPSS software by conducting normality and homogeneity tests, as a prerequisite test. Data were normally distributed and variants of homogeneous data were followed by parametric statistical tests. Hypothesis testing uses Paired Sample T-Test, and Post Hoc Test to find out which teaching style is more influential on learning outcomes of *Paleredan* martial arts.

RESULTS

Research data obtained the reciprocal teaching style influence, teaching style and command teaching style on learning outcomes of *Tepak Paleredan* Martial Arts. Table 3 presents the results of statistical tests Paired Sample T-Test The Effect of Reciprocal Teaching Style on Learning Results of *Tepak Paleredan* Martial Arts.

Table 3. Test Results of the Effect of Reciprocal Teaching Style on Martial Arts Boxing Learning Results *Tepak Paleredan*

Paired Differences	Pretest – Post Resiprocal Teaching Style
Mean	-340,091
Std. Deviation	180,574
Std. Error	0,54445
Mean t	-6,246
df	10
Sig. (2-tailed)	0,000

Based on statistical Paired Sample T-Test results, the Sig. (2-tailed) 0.000 <0.025 then H_0 rejected and H_1 accepted, in other words that Reciprocal Teaching Style influences on Yield Learning *Tepak Paleredan* Martial Arts.

Table 4 Test Results of Trained Teaching Style Effect on *Tepak Paleredan* Martial Arts Learning Results

Paired Differences	Pretest –Post Trained Teaching Style
Mean	-5,55167
Std. Deviation	2,21116
Std. Error Mean	0,63831
T	-8,697
df	11
Sig. (2-tailed)	0,000

Based on the results of the statistical *Paired Sample T-Test*, the Sig. (2-tailed) of 0,000 <0.025 then H_0 is rejected so that H_1 is accepted, in other

words There is an influence of the Teaching Style of Training on Learning Results of Paleredan Boxing Martial Arts.

Table 5 Test Results of Command Teaching Style Effect on Martial Arts Tepak Paleredan Learning Results

Paired Differences	Pretest –Post Command Teaching Style
Mean	-3,56867
Std. Deviation	1,85065
Std. Error	0,47784
Mean t	-7,468
df	14
Sig. (2-tailed)	0,000

Based on statistical Paired Sample T-Test results, the Sig. (2-tailed) of 0,000 <0.025 then H0 is rejected so that H1 is accepted, in other words There is an influence of Command Teaching Style on Paleredan Boxing Learning Outcomes.

The most influential teaching style on the Learning Results of Tepak Paleredan Martial Arts.

Table 6 Test Results Post Hoc Test

(I) Teaching Style	(J) Teaching Style	Mean Difference (I)
Reciprocal	Training	-0.07158 *
	Command	-0.00489
Training	Reciprocal	0.07158 *
	Command	0.06669 *
Command	Reciprocal	0.00489
	Exercise	-0.06669 *

Based on statistical calculations by Post Hoc Test, difference column of reciprocal teaching style results and command get only one star (1) each while the exercise teaching style gets two (2) asterisks. Where this means that, asterisks indicate the influence of teaching style on learning outcomes of martial arts Paleredan, the more asterisks possessed the greater the influence. Thus, it can be concluded that the exercise teaching style has a more significant effect on the Learning Results of Tepak Paleredan martial arts than the reciprocal and command teaching styles.

DISCUSSION

Based on the four results obtained from the statistical tests will be discussed later on the factors that cause and influence the application of teaching styles to learning outcomes of palak and Martial Arts learning. The first finding is the influence of reciprocal teaching style on learning outcomes of Paleredan boxing martial arts.

Some factors contributing to reciprocal teaching styles include: (1) This style of teaching opens as wide open opportunities as possible to correct mistakes made by peers (2) The role of the teacher to provide corrections is taken over by students (3) This style of teaching opens as wide opportunities the extent for students to repeat practical activities and observed by their friends individually (4) Students make improvements itself to practical activities in accordance with the corrections results that have been given by friends. Where all of that is the nature and main characteristics of the reciprocal teaching style that gives influence in learning outcomes of Tepak Paleredan martial arts.

This result is supported by research conducted by Setiawahyu, MI (2017) which found that reciprocal teaching styles significantly influence the learning outcomes of soccer skills in students who have low results on pre-test. In line with research results made by Kolovelonis, A., Goudas, M., & Gerodimos, V. (2011) that reciprocal teaching has a significant influence in improving the development of performance in physical education of students in primary schools.

Also strengthened by the results of research conducted by Arsil, A. (2018) who found that reciprocal teaching style significantly influenced the improvement of javelin learning outcomes obtained by students of class VIII A of SMP Negeri 3 Nipah Panjang Tanjabtim in 2015/2016 Academic Year. Similarly, the results of research obtained by Oktarina, Alpien. (2018) that there was a significant influence of reciprocal teaching styles on learning outcomes *forehand* in the table tennis game of grade VI students of SD Negeri 3 Simpang Rimba.

Based on all the above studies regarding reciprocal teaching styles it can be concluded that reciprocal teaching styles can have a significant influence on learning outcomes. Specifically in this study reciprocal teaching style significantly influences the learning outcomes of Paleredan martial arts.

The second finding is that there is an effect of the Teaching Style of Exercise on the Learning Results of the Paleredan Martial Arts Boxing. The causal factors that support the teaching style of the exercise include: (1) a clear division of tasks between the teacher and students as stated by Putra, HB, Asim, A., & Hariyanto, E. (2017) (2) the role of the teacher namely making planning and take full responsibility for all stages of learning

activities, starting from the stage before learning, during implementation until after learning. At the implementation stage, the teacher provides maximum opportunities for students to choose for themselves how the learning activities will be carried out, while students have the opportunity to learn how to carry out learning activities through the help of parameters created by the teacher. In the implementation of Martial Arts paleredan pencak and students who are included in the group training is given an understanding of the series of paleredan tepurus moves and how independent training will take place during the implementation phase with the help of a list of movements. (3) The teaching style of training provides the broadest opportunity for students to do the exercise independently and the teacher corrects each student individually as the objective of the teaching style of training according to Husdarta in Putra, HB, Asim, A., & Hariyanto, E (2017). Based on the above causative factors, it can be concluded that the teaching style of the training supports the students improving the learning outcomes of the Paleredan Martial Arts Boxing.

The third finding is the influence of Command Teaching Style on the Learning Outcomes of the Paleredan Boxing Martial Arts. The causal factors that support the command teaching style include: (1) The stimulus of the teacher precedes each learning, so that the teacher always gives the signal as stated by Asim, in Putra, HB, Asim, A., & Hariyanto, E. (2017). (2) The teacher's role is to make all decisions at the pre-impact, impact, and post-impact stages, while the role of students is practice and follow as stated by Putra, HB, Asim, A., & Hariyanto, E. (2017) . (3) Command teaching style focuses on the talents or abilities of physical education teachers in processing learning. Learning is made and designed with teachers who play a full role

to take over all the stages in learning as stated by Putra, HB, Asim, A., & Hariyanto, E. (2017). Based on all of the causes above, it can be concluded that the command teaching style can improve the learning outcomes of Martial Arts paleredan.

The fourth finding, which is the teaching style of training, has a more significant influence on the learning outcomes of Paleredan martial arts than the reciprocal teaching style and command. The causal factors that support the teaching style of the exercise have a more significant influence than the reciprocal teaching style and the command, including: (1) The teaching style of the Exercise provides space for students to first accept the explanation given by the teacher, not necessarily the student is released to do practice independently. With the existence of a basic explanation of the learning material provides understanding for students. (2) after the basic understanding is received by students, then they are given the opportunity to do the exercises independently according to the instructions given by the teacher (3) and there is individual feedback from the teacher to the students.

In the command teaching style there is no chance for students to explore the movement independently because each movement must be preceded by a signal or command given by the teacher while in the reciprocal teaching style feedback is given by students who are both doing the same exercise exercises, differently if the teacher gives feedback, more aspects of the movement can be observed and improved.

CONCLUSIONS

Based on data exposure above, it found that 1) There is an influence of reciprocal teaching style on learning outcomes of Tepak Paleredan Martial Arts, 2) There is an influence of teaching style training on learning outcomes of Tepak Paleredan martial arts, 3) There is an influence of command teaching style on learning outcomes of Paleredan boxing martial arts, 4) Exercise teaching style has a more significant influence on the of Tepak Paleredan learning results than the reciprocal teaching style and command. Then it can be concluded that the three teaching styles have a significant influence on the learning outcomes of Paleredan Martial Arts learning in the physical, health, and recreation program in Nusa Cendana University on Academic Year 2019/2020.

SUGGESTIONS

Teaching style is very helpful for teachers and students in achieving success both from the planning stage and the implementation stage. Then some suggestions that researchers can give include: (1) understanding students' abilities through pre-tests will make it easier for teachers to determine what teaching styles will be used (2) Field practice learning using *Mosston's Teaching Syle is* highly recommended because there are many choices of teaching styles that can used for various characteristics of the ability of students (3) For further researchers can continue the research by using seven (7) other teaching styles out of a total of ten (10) teaching styles contained in *Mosston's Teaching Style*.

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