



Development of Pencak Silat Learning Media in the Form of Pocket Books for Junior High Schools

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Abstract

This study aims to determine the feasibility of pocket books based on specific motion material for pencak silat self-defense activities in learning self-defense activities for class VII junior high schools and to determine the results of students' readability tests. The research method uses a type of development research or Research and Development (R&D). The population in this study were students of class VII, totaling 109 students. Then the sampling technique using random sampling amounting to 30 people. Data collection techniques in research using observation, interviews, documentation, and questionnaires. Data analysis techniques in this study used data reduction, data presentation, conclusions and verification, feasibility analysis techniques and pocket book readability tests. The results of the research that has been carried out regarding the development of pencak silat learning media in the form of pocket books for junior high schools are pocket books that are "appropriate" for use as alternative teaching materials by PJOK teachers in schools, and pocket books that are very practical to use for students as a medium. This learning can be seen from the results of the readability test with the results of the percentage of the three aspects totaling 81.11 % categorized as Very Practical.



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INTRODUCTION

Education is very important for humans in all aspects of life. Ideally, education is given from an early age so that the values contained in the education are easier to apply in adulthood (Marwah et al., 2018). Physical education in schools is to provide opportunities for students to be directly involved in various learning experiences through physical activities that are selected and carried out systematically (Ilahi et al., 2021). In physical education students are required to be able to master a competency standard that has been compiled in the physical education subject curriculum. Sport and health physical education is an integral part of the overall education (Gabibov et al., 2020; Juniu, 2011) which aims to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral action, aspects of a healthy lifestyle, and recognition of a clean environment through physical activity, selected sports and health that are planned systematically in order to achieve national education goals (Anisa Herdiyana, 2016).

Learning materials are a set of materials that are created and arranged in a coherent manner in order to achieve a learning objective. Teaching materials are all forms of materials used to assist teachers/instructors in carrying out teaching and learning activities in class. The material in question can be in the form of written material or unwritten material. In other words, (Raibowo et al., 2020) argues that, teaching materials are tools or learning tools that contain materials, methods, limitations, and ways of evaluating that are designed systematically and attractively to achieve the competencies expected of teaching materials. Teaching materials have a close relationship with the effectiveness

of student learning in the learning process, so that teaching materials function as a reference for student learning materials. From the analysis of teacher needs, it can be seen that the required teaching materials are in the form of teaching materials that contain Pencak Silat material in detail as a learning resource for students. This problem can be overcome by developing teaching materials in the form of pocket books based on the 2016 revised edition of the Physical Education, Sports and Health book which was developed through basic competencies (KD), namely KD 3.4 understanding specific movements of martial arts

Pencak silat is a martial art native to Indonesia (Hasanah et al., 2021). Pencak Silat has a philosophy in the application of science by prioritizing the application of discipline to its athletes, including children. As revealed by (Hasanah et al., 2021) states that, martial arts sports that are followed in childhood will help in developing discipline, respect, strength, muscular endurance, coordination, dexterity, balance, and flexibility. Pencak Silat is a dance game based on dexterity and many styles and steps. While Silat is a skill to protect oneself from unexpected attacks based on agility and agility and paying attention to every move and gesture of the opponent (Lubis & Wardoyo, 2014). Pencak Silat is an activity that instills disciplinary values in it. By instilling the value of discipline, children are expected to be able to make children's behavior comply with existing rules, both at school and in society and with children who have good discipline will make the teaching and learning process at school even better because children have learning discipline. school discipline and self-discipline.

Based on the results of initial observations on PJOK learning, especially the material for pencak silat, it

was found that students did not understand the material presented by the teacher, because the media delivered was still monotonous, namely through worksheets or printed books. Therefore it is necessary to understand the material more to be able to master the material in depth. To achieve this, one cannot rely solely on the teacher's explanation. Support is needed from learning materials that can be used for independent study. Moreover, each student has their own learning speed. However, learning materials that students can use independently at home are not yet available. Most students study at home only using textbooks and worksheets. Teachers have not yet developed teaching materials that students can use to study independently. To achieve this, it would be better to utilize the facilities and infrastructure at school. It is more possible to develop student self-learning materials in printed form. The pocket book is a form of printed teaching material that is often found (Choir & Fitri, 2021).

A book is a collection of bound sheets of paper filled with writing or blank. Meanwhile, a pocket book according to (Putri & Lestari, 2021) is a small book that can be stored in a pocket and easy to carry everywhere. From the above understanding it can be concluded that a pocket book is a small book that contains writing and pictures in the form of explanations that can direct or give instructions about knowledge, and is easy to carry anywhere. Pocket books can be used as learning resources and to make it easier for students to learning (Meikahani & Kriswanto, 2015) Based on preliminary research through field observations it is known that in PJOK learning students do not understand the learning material. This can be seen when the learning process takes place where when the teacher explains the material

only some students understand the material that has been delivered by the teacher. The loss of enthusiasm during the PJOK learning process took place due to the application of the theory week alternation sessions which were carried out in class while the practical week was carried out outside the classroom. The lack of interest in reading books for students in participating in PJOK learning, one of which is in learning material for self-defense activities in the Pencak Silat sport, is the reason for not achieving the KKM score in the PJOK assessment at school. The lack of variety of images and the incomplete material presented by the book results in students' lack of understanding of the learning being taught so that researchers will make pocket books to attract students' interest in reading. To overcome the above problems, the researchers suggest to Education, Physical and Sports teachers to make teaching materials in the form of pocket books.

METHODS

In developing this pocket book using a procedural approach, namely a descriptive approach outlining the steps followed to produce a product. In the context of this study, the researcher refers to the (Borg & Gall, 1989) development model with the following steps: (1) Potential and problems, (2) Data collection, (3) Product design, (4) Design validation, (5) Revision design, (6) product trial, (7) product revision, (8) trial use, (9) product revision and (10) mass production. However, this study only reached 7 steps, namely product revision, due to limited research time.

The data analysis technique used in this study used descriptive statistical analysis. The measurement technique used in data collection is using a Likert scale. The Likert scale is used to measure

attitudes, opinions, and perceptions of a person or group of people about social phenomena (Joshi et al., 2015). The expert evaluation was carried out by three experts, namely one media expert, one learning expert and one evaluation expert.

Expert evaluation here is used as a suggestion to improve the product being developed. The data collection instrument used in this research and development uses a questionnaire to obtain data from subject experts, including media experts, learning experts, evaluation experts, and trial data. The form of the questionnaire for each expert is different to collect data regarding the evaluation in the form of input, comments, criticism and suggestions from experts. In addition, instruments that have been validated by experts will be distributed to students in the form of questionnaires with 30 students.. Taking the subject of this study was done by random sampling method. The formula for processing data is in the form of a quantitative descriptive analysis of percentages and classification of data processing percentages (Akbar & Sriwiyana, 2010)

$$V = \frac{Tsev}{Smax} \times 100\%$$

Table 1. Classification of Percentage of Data Processing

%	Category	Description
75,01 – 100%	Very Valid	Can be used without revision
50,01 – 75,01%	Valid	Can be used without revision
25,01 – 50,00%	Invalid	Cannot be used
00,00 – 25,00%	Very Invalid	Forbidden to use

The technique of collecting data on student responses is using readability test sheets in the form of student readability questionnaire sheets. Then the data analysis results are interpreted into

student assessment sheets in the following table:

Table 2. Pocketbook Readability Test

%	Category	Description
00,00 – 20,00%	Very Impractical	Can't be used
21,00 – 40,00%	Impractical	Can't be used
41,00 – 60,00%	Less Practical	Its recommended not to use
61,00 – 80,00%	Quite practical	Can be used but needs minor repairs
81,00 – 100%	Very practical	Can be used without repair

RESULT

Summary The results of the validation by media experts, learning experts, and evaluation experts are explained in the following table:

Table 3. Summary of validation results by experts

Expert Validation	%	Category	Description
Media Expert	73,2%	Valid	Can be used without revision
Learning Expert	74,8%	Valid	Can be used without revision
Evaluation Expert	70,25%	Valid	Can be used without revision

Then the results of the pocketbook readability test for respondents can be presented in the following table:

Table 4. Recapitulation results of the pocketbook readability test

Indicator	%	Category
Interest	77%	Quite practical
Theory	78,20%	Quite practical
Language	82%	Very Practical
Convenience	85%	Very Practical
Design/Display	83,35%	Very Practical
Average	81,11	Very Practical

DISCUSSION

At the beginning of the development of the pencak silat pocket book, it was designed after field research and identification of the specific movements of pencak silat, so the pocket book or product design was prepared. The product design begins with the creation of a syllabus and the preparation of an RPP (Learning Implementation Plan). Furthermore, the drafting of the pocket book concept and the design of the contents of the pocket book. Design a pocket book using the Canva app. The choice of this application is because it is quite simple to use and has many design options and is free (Candra et al., 2022; Gehred, 2020). At this stage, the selection of objects or images to be analyzed is in accordance with the material requirements. The next step is to determine the color of the writing, and to determine the color of the front and back cover pages, to make better decisions and increase the use of spaces when choosing colors for different spaces to suit the purpose for which they are designed (Kurt & Osueke, 2014), the findings demonstrate that environments colors play an important effect on student's perception. The study concluded that colors affect the behavior, performance and mood of the space users (Baper et al., 2021)

This pencak silat pocket book can help students better understand the material provided with the advantages possessed by the pencak silat pocket book that has been developed by researchers, namely a very attractive book design with a combination of color variations in the pencak silat pocket book so that it makes students interested in using the pencak silat pocket book as a medium for learning pencak silat, and the material presented by the pencak silat pocket book is more concise considering students' low

interest in reading during sports class takes place in the classroom. This is majorly due to the fact that the combination of text and images on printed media has the ability to increase attractiveness and facilitate understanding of the information presented in two formats, verbal and visual (Choir & Fitri, 2021). The pocketbook is designed to fit only in the pocket and this makes it easier for students to take it anywhere and read whenever needed instead of carrying large and heavy textbooks.

CONCLUSION

The results of the research that has been carried out regarding the development of pencak silat learning media in the form of pocket books for junior high schools are pocket books that are "appropriate" for use as alternative teaching materials by PJOK teachers in schools, and pocket books that are very practical to use for students as a medium. Learning this can be seen from the results of the readability test with the results of the percentage of the three aspects totaling 81,11 % categorized as "Very Practical".

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