



The Relationship Between Pencak Silat Activities and Life Quality

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Abstract

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The physical, mental, social, and environmental facets of an individual's or group's existence are all included in the multifaceted concept of quality of life, one of the extracurricular activities offered by the school is Pencak Silat, which students may engage in since it enhances social intelligence in addition to being connected to sports and martial arts. This research aims to determine the correlation between pencak silat activities and students' quality of life. The method used is descriptive-quantitative with a correlational approach and a one-shot case study design. The sample was drawn from the population as a whole, using a saturated sample of 27 students with an age of 18 years, a weight of 56 kg, and a height of 162 cm. The instrument was adopted by WHOQOL BREF. Based on the results of calculations and data analysis of the four indicators, it is proven that they are very strongly correlated, because the results show that students have good psychological health with a correlation value of 0.853 and physical health with a correlation value of 0.715.



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INTRODUCTION

Physical education is an educational process through activities designed to improve physical fitness and develop motor skills, knowledge, and behaviors necessary for a healthy quality of life. (Penney & Chandler, 2000). Physical activity can also direct students to adopt healthy lifestyles and increase spiritual, moral, social, and cultural awareness (Abduljabar, 2011). Physical activity contains many elements of skill and body movement, such as running, jumping, throwing, catching, kicking, and hitting the target; practicing high concentration; and making decisions quickly. This is one of the basic techniques for learning pencak silat (Spittle, 2021). This is also reinforced by the many elements of skill and body movement in walking and sports such as caching, kicking, and hitting targets (Organization, World Health 2019), through pencak silat activities, children will move more actively, improve and optimize basic motor skills, and gain health benefits. Apart from that, pencak silat activities can provide a fun experience for children (Budiarti et al., 2018).

Physical education contributes to the learning process carried out through movement activities aimed at improving physical fitness, developing motor skills, knowledge, healthy lifestyles, active sportsmanship, and emotional intelligence (Kanca, 2018). Extracurricular activities are “non-academic activities carried out under the auspices of the school that occur outside normal class hours and are not part of the curriculum (Bartkus et al., 2012). Extracurricular activities also play an important role in developing personal potential and provide great social benefits by developing communication and collaboration skills (Ferdiansyah et al., 2019). Extracurricular activities can foster students' diverse talents, interests, and

creativity (Prasetyo et al., 2021), extracurricular pencak silat is an alternative opportunity to improve the quality of life that can be done outside school hours (Fauziyyah & Silfia, 2020).

Pencak Silat activities are one of the extracurricular activities at school and can be participated in by students because this activity is not only related to martial arts and sports but can also improve social intelligence (Saripudin et al., 2018). These activities help youth develop physical, mental, and social skills while promoting good health and a positive quality of life (Sin & Ihsan, 2020). Adolescence is a period of human growth and development that occurs after childhood and before adulthood, between the ages of 10 and 19 (Aprile et al., 2022). Healthy teenagers are valued not only for physical activity but also mentally and socially. If their physical, social, and mental conditions are good, a good quality of life will be created (Wu et al., 2017). Pencak silat activities refer to the actions, tasks, or commitments that students carry out in everyday life (Wilson, 2009), which includes various physical, mental, and social activities, such as exercising, working, studying, socializing, hobbies, etc (Gopinath et al., 2012). This connection involves recognizing how participating in various martial arts activities can impact a person's physical health, psychological health, social relationships, and well-being (Kolotkin et al., 2006).

Quality of life is multidimensional and includes physical, mental, social, and environmental aspects of individual or group life (Haryono & Kurniasari, 2018). Quality of life assessments are often used as an index to measure a person's overall happiness and life satisfaction. Quality of life assessments usually include questionnaires and measurement tools designed to describe the extent to which individuals or groups enjoy a good quality of life in various aspects of life

(Organization, World Health 1996). Data from these assessments is used to develop policies and interventions to improve the overall quality of life in the community. According to WHOQOL quality of life, there are six domains: (1) physical health; (2) psychological health; (3) level of independence; (4) social relationships; (5) relationship with the environment; and (6) mental state of God (Organisasi, 1996). WHOQOL was then transformed into the WHOQOL-BREF instrument, where the six dimensions were reduced to four domains: (1) physical health, (2) psychological health, (3) social relationships, and (4) environment (Organization, World Health 2013). Adolescent quality of life refers to the level of happiness, satisfaction, and general contentment of adolescents aged 10 to 19 years. It covers many aspects, including physical, mental, emotional, social, and environmental aspects (Apajasalo et al., 1996). Understanding and promoting a good quality of life during adolescence is essential for development and health (Gunatirin, 2018). Student quality of life is a concept that covers various aspects of students' lives that affect their overall health

(Swasono & Nuryanti, 2021), this involves understanding the factors that influence their academic success, health, happiness, and life satisfaction (Keith & Schalock, 1994).

METHOD

The research method used in this research is descriptive-quantitative with a correlational approach (Santoso & Madiistriyatno, 2021). Where analysis is carried out to see the relationship between each dimension of quality of life, namely physical health, psychological health, social relationships, and the environment.

Population

The population in this study were all students who took part in the pencak silat extracurricular at SMA Negeri 1 Babakan Cirebon.

Sampling Procedures

Sampling used a saturated sample with a total of 27 students aged 18 years, weight 56 kg, and height 162 cm, and each student had their Body Mass Index value calculated to see their ideal body weight (Hall & Cole, 2006).

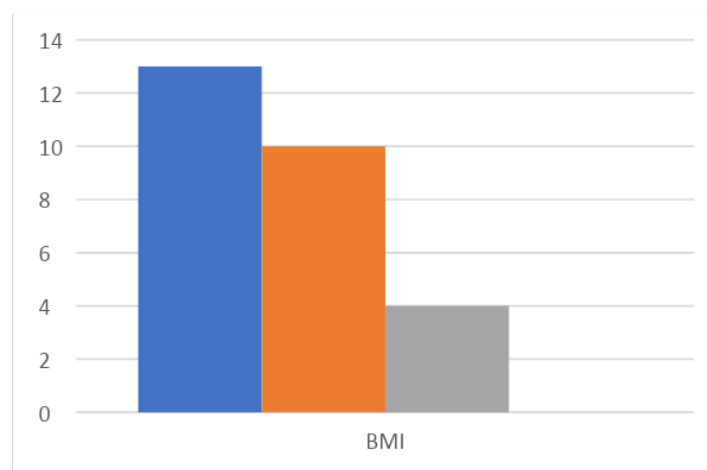


Figure 1. Demographics of the BMI of the Research Sample

Figure 1 shows the results of BMI calculations categorized into four categories, and it can be seen in the picture that there are 10 students who have an ideal BMI, 13 students who have an insufficient BMI, and 4 students who have an excess BMI.

Instrument

The instrument was adopted from WHOQOL-BREF (Organization, World Health 1996). The data collection process is carried out through media shared online via Google Forms by describing the quality of life in terms of physical health, mental health, social relationships, and the environment (Mulia et al., 2018).

Table 1. WHOQOL-BREF indicators

Indicator	Criteria
Physical Health	Activities of daily living, dependence on medicinal substances and health aids, energy and fatigue, mobility, pain and discomfort, sleep and rest, work capacity,
Psychological Health	Body image and appearance, negative feelings, positive feelings, self-esteem, spirituality/ religion/ personal beliefs, thinking, learning, memory, and concentration.
Social Relations	Personal relationships, social support, sexual activity.
Environment	Financial resources, freedom, physical safety and security, health, and social services: accessibility and quality

Design or Data Analysis

The research design used was a one-shot case study (Gubug, n.d.). Correlational analysis was carried out on each dimension of the quality of life of students who took part in extracurricular activities.

RESULT

Based on the results of calculations and data analysis that have been transformed into the WHOQOL-BREF measuring instrument and correlated, the following data was obtained (table 2):

Table 2. Results of calculations and data analysis of pencak silat activities on students' quality of life

Quality Of Life	
Quality Of Life	1
Physical Health	0,715063684
Psychological Health	0,853714457

Social Relations	0,660243658
Environment	0,688325006

Table 2 shows the correlation results of pencak silat activities on quality of life. The results of the analysis show that the correlation value of physical health indicators on quality of life shows a strong relationship with a value of 0.715, the psychological health indicator shows a very strong relationship with a correlation value of 0.853, and then the indicator of social relations. has a strong relationship to quality of life with a correlation value of 0.66, while environmental indicators have a strong relationship to quality of life with a correlation value of 0.688. These results show that pencak silat activities make a high contribution to students' quality of life. It is proven that each indicator of quality of life has a strong relationship to life skills.

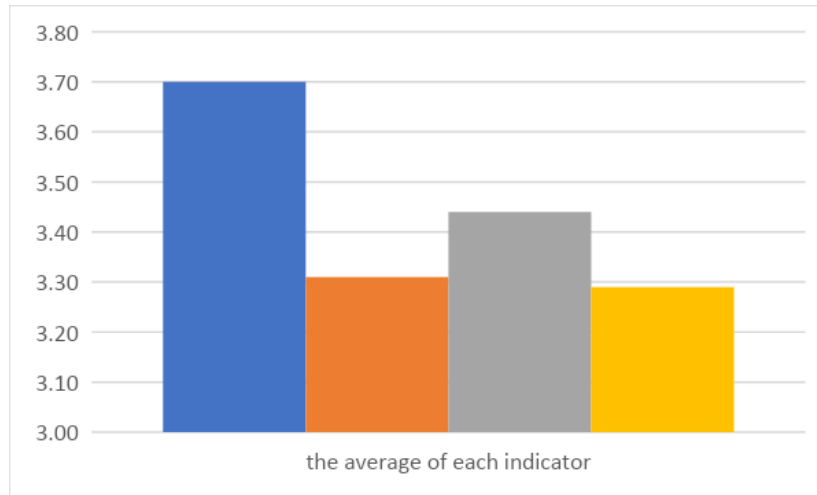


Figure 2. Data Analysis for Each Indicator (WHOQOL-BREF)

Figure 2 shows that the physical health indicator has the highest score, which is classified as very good with an average value of 3.70, while the other indicators are not classified as bad but are classified as moderate, with details of the average value of psychological health with a value of 3.31, social relations with a value of 3.44, and the environment with a value of 3.29.

DISCUSSION

Based on the results of calculations and data analysis carried out, there is a very close relationship between pencak silat activities and students' quality of life. Students' direct participation in learning activities makes them understand the need for a good quality of life (Huebner et al., 2005). Quality of life reflects positive health and is multidimensional, subjective, and integrative (Gill et al., 2015). It is clear that physical activity contributes to every aspect of quality of life, not just physical (Gill et al., 2013). Pencak silat activities tend to emphasize mastery of basic techniques, which are carried out separately and repeatedly until the coach or teacher feels they are sufficient and the students have mastered them first when

playing; therefore, they have their own challenges in the learning process because the movement process is repetitive and too often repeated (Bojko et al., 2018).

Riise, Moen, and Nortvedt (2003) found that physical activity was positively correlated with the physical dimension of quality of life, providing a better understanding of how different activity patterns influence the health, well-being, and quality of life of adolescents, thereby contributing to the development of adolescent activity (Dumuid et al., 2017). Former athletes show greater resilience and a better quality of life in emotional aspects compared to non-athletes (Cevada et al., 2012), as well as having lower levels of stress (Gumilar et al., 2022; Nuryadi et al., 2019). Lifestyle conditions through the parameters measured are the condition of family and friends, physical activity, nutrition or nutritional intake, cigarette consumption, alcohol consumption, sleep quality and stress levels, personality, ability to understand events, and satisfaction with a career (Komariyah et al., 2021).

Quality of life is an important issue in contemporary society and is central to the development of social policies aimed at individuals, small groups, or society in general (Phillips,

2006). Exercise encourages physical activity, which helps promote a healthy lifestyle. Moderate activity and exercise should be encouraged. However, the demands of sport can cause injuries that persist into adulthood and prevent participants from remaining active as they age (Simon & Docherty, 2014).

CONCLUSION

Based on the results of the research conducted, the author can conclude that there is a very close relationship between pencak silat activities and the quality of life of students after treatment, as well as proving that students have very good physical and psychological health. On the one hand, their social relationships and environment require special treatment to get superior grades. The author believes that support from many parties is needed to improve good social and environmental relations in pencak silat learning activities.

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