

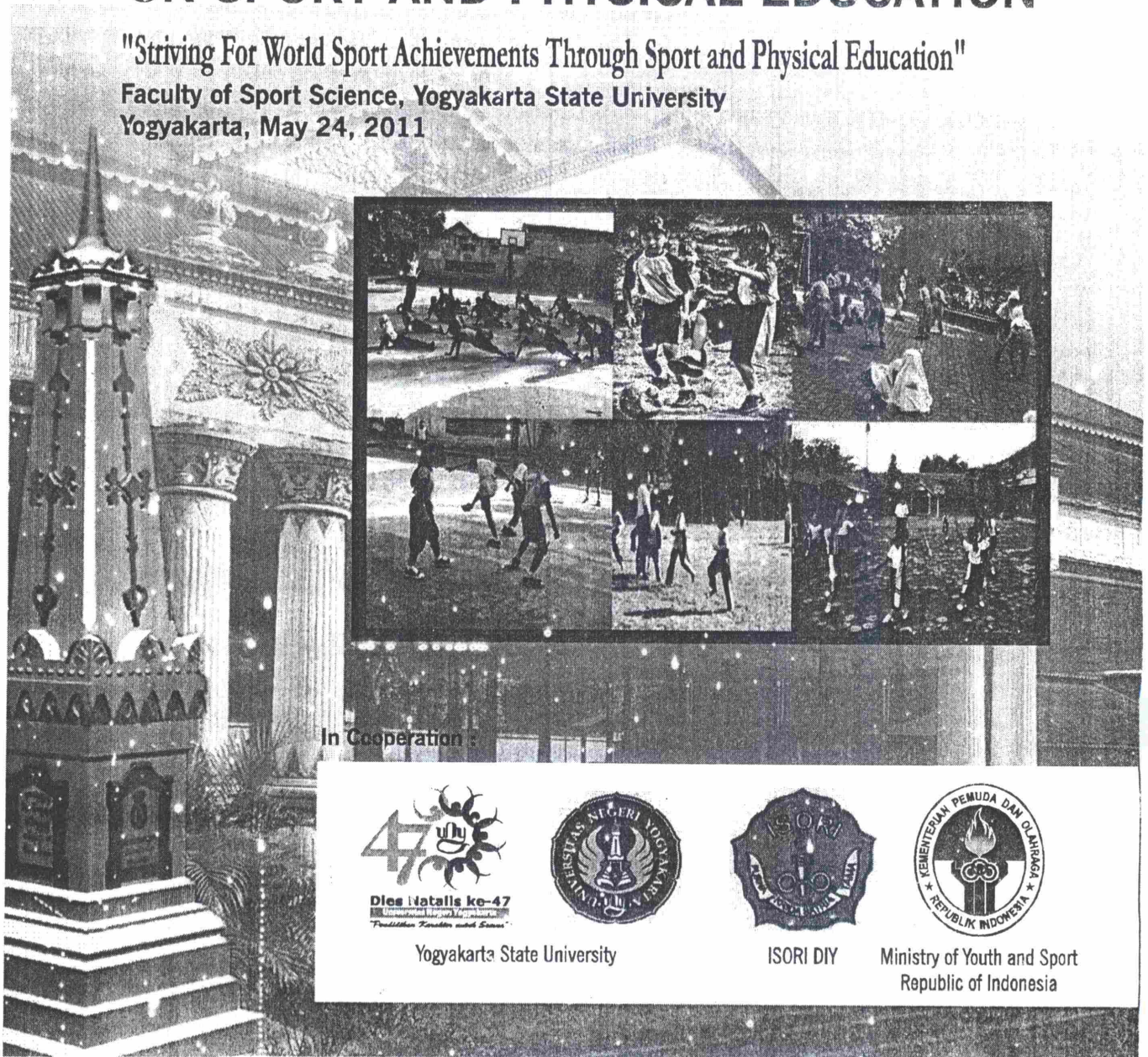
PROCEEDING

OF THE 3rd INTERNATIONAL SEMINAR ON SPORT AND PHYSICAL EDUCATION

"Striving For World Sport Achievements Through Sport and Physical Education"

Faculty of Sport Science, Yogyakarta State University

Yogyakarta, May 24, 2011



In Cooperation :



Yogyakarta State University



ISORI DIY



Ministry of Youth and Sport
Republic of Indonesia

21	COMPARISON OF CIRCUIT STRENGTH TRAINING INFLUENCE BETWEEN BLOCK AND NONBLOCK SYSTEMS CONCERNING THE PHYSICAL FITNESS COMPONENTS ON THE BEGINNERS SPRINTER MALE ATHLETES Eddy Purnomo, Yogyakarta State University	191 - 195
22	ANXIETY AND STRESS LEVELS OF THE RHYTHMIC ATHLETES IN THE NATIONAL STUDENT SPORT WEEK (POPNAS) YEAR 2009 Endang Rini Sukamti and Endang Murti Sulistyowati, Yogyakarta State University	196 - 200
23	THE LEVELS OF UNDERSTANDING OF PHYSICAL EDUCATION TEACHERS OF STATE JUNIOR HIGH SCHOOLS IN SLEMAN REGENCY TOWARDS <i>PENCAK SILAT</i> INSTRUCTIONS Erwin Setyo Kriswanto, Yogyakarta State University	201 - 208
24	BUILDING GYMNASTICS IN PHYSICAL EDUCATION TO FORM AND DEVELOP BASIC MULTILATERAL BODY ATTITUDE AND ABILITY FOR PRIMARY SCHOOL STUDENT Fredericus Suharjana, Yogyakarta State University	209 - 214
25	THE ROLES OF PHYSICAL EDUCATION INSTRUCTION IN ELEMENTARY SCHOOL Farida Mulyaningsih, Yogyakarta State University	215 - 220
26	THE MEASUREMENT OF DIFFERENT POSITIONS OF THE VOLLEYBALL UPPERHAND SERVE IN THE YUSO JUNIOR CLUB SLEMAN Fauzi and Achmad Robidin, Yogyakarta State University	221 - 227
27	THE DEVELOPMENT OF LIMB MUSCLE POWER IN 6-12 AGE CHILDREN IN BULELENG REGENCY Gede Doddy Tisna, Ganesha University of Education	228 - 235
28	ASSESSMENT IN SPORT AND PHYSICAL EDUCATION HEALTH Guntur, Yogyakarta State University	236 - 247
29	ROLE OF SPORTS PSYCHOLOGY IN PHYSICAL ACTIVITY Hanafi Mustofa, UPN "Veteran" Yogyakarta	248 - 253
30	ANAEROBIC INTERVAL TRAINING METHOD ON INCREASED THE FRONT CRAWL STYLE OF 100 METER-SWIMMING SPEED Heri Pendiarto, Tunas Pembangunan Surakarta University	254 - 261
31	FIRST AID TO FAINTING USING MASSAGE TECHNIQUE OF ACUPUNCTURE SYSTEM Heri Purwanto, Yogyakarta State University	262 - 268
32	EDUCATING NOVICE TEACHERS ABOUT TEACHING PERSONAL AND SOCIAL RESPONSIBILITY THROUGH APPRENTICESHIP Herka Maya Jatmika, Yogyakarta State University	269 - 276

THE LEVELS OF UNDERSTANDING OF PHYSICAL EDUCATION TEACHERS OF STATE JUNIOR HIGH SCHOOLS IN SLEMAN REGENCY TOWARDS *PENCAK SILAT* INSTRUCTIONS

By:
Erwin Setyo Kriswanto
Yogyakarta State University

ABSTRACT

This study aims at determining the knowledge and understanding level of physical education teachers of state junior high school in Sleman regency towards the *pencak silat* instructions as a teaching material. This research is a descriptive study using the survey method with the form of the understanding test as the collection techniques. The populations in this study were all physical education teachers of state junior high school in Sleman regency. The instrument validity test used Karl Pearson Product Moment correlation. Moreover, the instrument reliability test used Cronbach alpha formula. The data analysis technique used descriptive analysis in the form of percentage of the understanding levels of physical education teachers of state junior high school in Sleman regency toward the *pencak silat* instructions. Based on the research data, it can be concluded that: 1) 3 teachers (8%) were categorized as very high, 2) 13 teachers (34%) were categorized as high, 3) 20 teachers (53%) were categorized as low, and 4) 2 teachers (5%) were categorized as very low.

Keywords: level of understanding, physical education teachers, *pencak silat*

INTRODUCTION

Physical education in essence is an integral part of education as a whole. In practice, physical education aims at developing aspects of health, physical fitness, critical thinking skills, emotional stability, social skills, reasoning, and moral action through physical education. Quality education provides the opportunity for learners to develop their potential and supporting learning environment. Broad Outlines of State Policy (GBHN) year 1993 on national education in the long term development the second states that the purpose of education is to realize the man who have faith and devotion to God the mighty one, noble characters, intelligence, loyalty, discipline, and are productive and professional.

Education is also involving informal school programs that include community education, including scouting, extracurricular sports, exercises, and literacy skills by utilizing existing infrastructure. Thus, to achieve the realization and the national education goals, the role of a teacher as citizens and residents should be optimized. Moreover, teachers are known as professional educators and they have a huge responsibility in dealing with success or failure of education programs in schools.

To carry out the daily duties, a physical education teacher should have basic skills known as the term of 10 basic competencies which include: (a) Mastering of learning materials, (b) Managing the learning process, (c) Managing the classroom, (d) Managing the interaction in teaching and learning processes, (e) Assessing student performance, (f) Recognizing the functions and program guidance and counseling services, (g) Identifying and organizing the school administration, (h) Understanding the principles and interpreting the results of educational research for the purposes of teaching, and (i) Mastering the educational foundation.

Knowledge is the ability to remember something that has been studied previously. This happened after someone makes a sensing of an object. Sensing occurs through sensory perception of sight, hearing, smell,

taste, and touch. The level of knowledge and understanding of each teacher is different each other. The factors that could affect the level of knowledge and understanding of teachers involve (1) The level of intelligence of the teachers, namely teachers' abilities in understanding what is read and studied, (2) The interest of teachers to the materials being taught, (3) The fitness/physical condition of the teachers, and (4) The physical education teacher's skills in providing examples of movements that will be studied.

The ability to master learning materials is an integral part of the learning process. Thus, professional class teachers must master the materials taught. The existence of textbooks that students can read does not mean that teachers do not need to master the material. It is ironic and shameful if a student happens to be the first to know about something rather than teachers. Indeed, teachers are not omniscient, but teachers are required to have a broad general knowledge and deepen their competency on the subjects in which they are responsible for. Mastery of teaching materials by teachers turned out to have significant results in student achievement. There are a lot of research studies that state that there is a positive relationship between mastery of the material by the teacher with learning outcomes achieved by students. The role of physical education teachers' ability to adjust the physical condition to the learning process and how the delivery of material in particular branch of *pencak silat* is necessary, because the subject matter is not yet popular among physical education teachers and it requires a level of knowledge and better understanding of the basic techniques of *pencak silat*.

The fact that happened at present is that there are still many schools that do not provide the materials of *pencak silat* in both curricular and extracurricular. Some teachers say that they do not have enough competence in *pencak silat* so that they do not teach *pencak silat* in school. *Pencak silat* is one of lessons in the curriculum that teachers may choose from any kinds of martial arts. It is ironic that many students do not understand *pencak silat* due to a lack of understanding teachers, while in some countries require *pencak silat* as a curriculum in schools.

Teacher factors have great influence in the learning achievement. The factors involve educational background, experience, knowledge, understanding and creativity. It will determine the quality of education. In relation to the quality of teacher, we need to assess the levels of knowledge and understanding of the basic techniques of *pencak silat* as teaching materials. Based on the above description, the researcher conducts a study on the levels of understanding of Physical Education Teachers of Junior High Schools in Sleman regency towards *Pencak silat* instruction.

LITERATURE STUDY

The Definition of Understanding

According to Wahyu Baskoro (2005: 235), understanding is a process of manufacture, how to understand or implant and recognize. Recognizing is carefully studied in order to know, understand and instill understanding. Meanwhile, according to Noto Atmojo cited by Suci Rahayu (2003: 5-6), understanding is a part of the levels of knowledge.

1. Know

It is defined as the ability to remember a material that has been studied previously.

2. Understanding or Understanding

It is interpreted as an ability to explain properly about the objects that are known so that the person can correctly interpret the material.

3. Applications

It is defined as the ability to use material that has been studied in a real situation or condition.

4. Analysis

It refers to the ability to describe a material or an object into components but still within an organizational structure and is still related each other.

5. Synthesis

It is defined as the ability to develop new formulations of older formations.

6. Evaluation

It refers to the ability to justify or assessment of a material or object.

Based on the above description it can be concluded that the understanding is the second level of knowing. The depth of knowledge begins with the idea. Knowing is defined as the ability to remember things or material things that have been studied previously. After the process of knowing, the individual is expected to be able to understand about something he has learned or known. In this case comprehension is defined as a person's ability to be able to explain what has been studied and learned well. A teacher is expected to have knowledge and understanding of the basic techniques of *pencak silat* in accordance with the purpose of learning.

The Nature of Physical Education Teachers

The teacher is the component in teaching and learning processes that play a large role toward the achievement of learning goals. Thus, it is expected that the teacher can play an active role and can place himself as professionals in accordance with society's growing demands. A physical education teacher in the learning process must have his own ability to achieve the desired expectations in implementing education as well as the learning processes. Described by Sukarno and Sukintaka (1983) states that to achieve good physical education instruction, the teachers should meet the ten competencies including: 1) mastering materials, 2) managing the learning process, 3) managing the classroom, 4) using the media, 5) managing the teaching-learning interactions, 6) assessing student achievement for the purposes of educational instruction, 7) recognizing the function and program guidance and counseling services, 8) identifying and organizing the school administration, 9) understanding the principles and interpret the results of educational research for purposes of teaching, and 10) understanding educational foundation.

Based on the descriptions on the capabilities that must be possessed by a physical education teacher above, Nana Sudjana (2002: 17-22) confirms that the ability of physical education teachers can be categorized into four basic skills, namely: 1) the ability to master the material, 2) ability to plan teaching and learning programs, 3) ability to implement / manage the learning process, and 4) ability to assess the progress of the learning process. Physical education teachers are required to work regularly and also creatively in the. Stability in the work should be possessed as the personal characteristic as the working pattern which is integrated by the teachers and the students as well. Stability and personal integrity do not occur by itself, but they grow through learning and education processes that are deliberately created. Thus, the abilities of physical education teachers are needed to optimize learning. Physical education teachers should strive to realize their teaching goals and increase physical activity in accordance with the guidance of educational goals.

The Essence of *Pencak silat* Techniques

Pencak silat is a high-level martial motion which is accompanied by strong feeling to mastery of effective and controlled motion. It often uses practice fighting during the lessons. In *pencak silat*, the basic technique is the basis or foundation in the movement. The basic techniques of *pencak silat* are:

1. Basic Attitude of *Pencak silat*

According to Agung Nugroho (2004: 27), the basic attitude is the formation of the basic techniques that are still to be static for the formation of basic motion. The formation of motion is the basis of the formation of motion that includes physical attitudes and spiritual attitudes. The corporeal body attitude is the physical readiness to perform movements with good technique proficiency. The spiritual attitude is the mental readiness and mind to perform the goal with vigilant, alert, practical and efficient. Real physical attitude can be seen, while the spiritual attitude can be felt. According to Agung Nugroho (2004: 27-42), there are basic attitudes of

pencak silat including: 1) the attitude of respect, 2) the attitude of prayer, 3) standing posture, 4) attitudes of squat, 5) posture, 6) attitude of lying, 7) special attitude, and 8) attitude of readiness.

2. The motion of Association of *Pencak silat*

According to Johansyah Lopez (2004: 7), basic *pencak silat* movements are the movements which are planned, directed, coordinated, and controlled and are having four aspects as a unity of mental, spiritual aspects of martial arts, though aspects of self and artistic aspects of culture. According to Agung Nugroho (2004: 42), attitude of readiness is developed in various forms of movements namely defense motions and/or attack motions which are the basic forms of *pencak silat*. To master the basic motion, it is necessary to understand the eight directions of the compass and how to step, in order to obtain the proper position when facing the opponent along with the correct foot placement. According to Agung Nugroho (2004: 42-51), the basic forms of motion *pencak silat* include: 1) the eight directions of the compass, 2) steps, 3) the patterns of steps, 4) attack, and 5) defense.

The Nature of Teaching and Learning Materials

Learning materials are sets of knowledge and skills that are translated from the curriculum to be discussed in the learning activities, which are owned and controlled by students who are learning as presented by Nana Sudjana (1992: 2) who states that learning materials are sets of scientific knowledge which is derived from the curriculum to be delivered or discussed in the learning processes to achieve intended purpose. Meanwhile, according to Sardjono quoted in Budi Satriyo (2000: 7), learning materials are described as anything that are presented by the teacher to be processed, then to be owned by the learners. Learning materials can be understanding, knowledge, or agility training (exercise, agility, and finesse). The role of learning materials in education is a mean to achieve educational goals.

From the above opinions, it can be concluded that the teaching materials are sets of scientific knowledge presented by teachers to students in the form of understanding, knowledge and practice and agility in the learning process in order to achieve the goals.

RESEARCH METHOD

This is a descriptive research study. The method used in this research is survey method by using test instruments / comprehension tests to determine the levels of understanding of physical education teachers of Junior High Schools in Sleman regency towards *pencak silat* instructions. The populations in this study are 38 physical education teachers of junior high schools in Sleman. The data were analyzed using the percentage formula, which is categorized into four categories: very high, high, low, and poor. The categories of understanding of teacher learning martial arts are based on the formula proposed by B. Syarifudin (2010), which can be seen below.

$X \geq M + 1.5 SD$: Very high

$M \leq X \leq M + 1.5 SD$: High

$M - 1.5 SD \leq X \leq M$: Low

$M - 1.5 SD \geq X$: Very low

Description:

M: Mean

SD: Standard Deviation

RESULTS AND DISCUSSION

Research Results

Based on the results of test scores on the levels of understanding of physical education teachers of junior high schools in Sleman regency towards *pencak silat* instruction, the researcher obtained the highest score of 28 and the lowest score of 10. The mean value is 17.1 and standard deviation (SD) is 4.3. After the data were categorized, it is known that the level of understanding of physical education teachers of junior high schools in Sleman regency towards the *pencak silat* instructions showed 3 teachers (8%) is categorized as very high, 13 teachers (34%) is categorized as high, 20 teachers (53%) is categorized as low, and 2 teachers (5.00%) is categorized as poor. Frequency distribution based on the categorization can be seen in Table 1 and Figure 1 below.

Table 1. The Level of understanding of Physical Education Teachers of Junior High Schools in Sleman Regency towards *Pencak silat* Instruction

No.	Category	Interval	Frequency	
			Absolute	Percentage
1.	Very High	$x > 24$	3	8
2.	High	$17 \leq x < 24$	13	34
3.	Low	$11 \leq x < 17$	20	53
4.	Poor	$11 \geq x$	2	5
Total			38	100

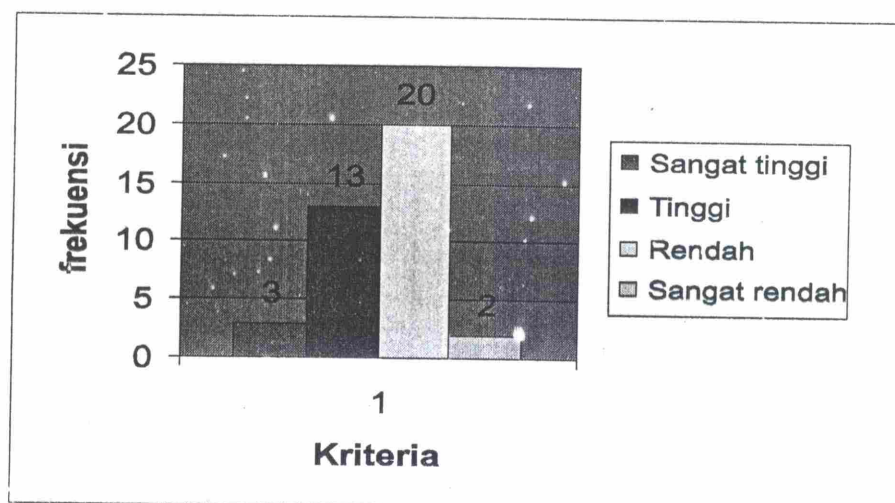


Figure 1. Histogram of The Levels of Understanding of Physical Education Teachers of Junior High Schools in Sleman Regency towards *Pencak silat* Instructions

Factors that describe the level of understanding of physical education teachers of Junior High Schools in Sleman regency towards *pencak silat* instructions are divided into 2 factors namely the basic attitude of *pencak silat* and basic motion of *pencak silat*. The analysis of each factor is described as follows.

1. Basic Attitude of Silat Pencak

The levels of understanding of physical education teachers of junior high schools in Sleman regency towards the *pencak silat* instructions based on basic attitude of *pencak silat*, it is obtained the highest score which was 12 and the lowest score was 3. The mean value was 7.24 and standard deviation (SD) was 1.91. It is known that the levels of understanding of physical education teachers of junior high schools in Sleman regency towards the *pencak silat* instructions based on the factor of the basic attitude of *pencak silat* were categorized as 5 teachers (13%) were in the very high category, 18 teachers (47%) were in the high category, 14 teachers (37%) were in the low category, and 1 teacher (3.00%) was in the poor category. Frequency distribution based on the categorization can be seen in Table 2 and Figure 2.

Table 2. The Levels of Understanding of Physical Education Teachers of Junior High Schools in Sleman Regency Towards The *Pencak silat* Instructions in the Factor of Basic Attitude of *Pencak silat*

No.	Category	Interval	Frequency	
			Absolute	Percentage
1.	Sangat Tinggi	$x > 10$	5	13
2.	Tinggi	$7 \leq x < 10$	18	47
3.	Rendah	$4 \leq x < 7$	14	37
4.	Sangat Kurang	$4 \geq x$	1	3
Jumlah			38	100

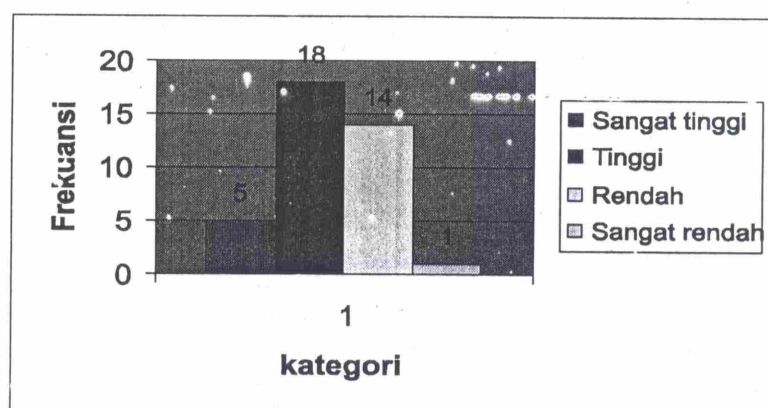


Figure 2. Histogram of The Levels Of Understanding Of Physical Education Teachers Of Junior High Schools In Sleman Regency Towards The *Pencak silat* Instructions in the Factor of Basic Attitude of *Pencak silat*

2. The Basic Motions of *Pencak silat*

In terms of the levels of understanding of physical education teachers of junior high schools in Sleman regency towards the *pencak silat* instructions in the factor of basic motions, it is obtained that the highest score was 17 and the lowest score was 4. The mean value was 9.84 and standard deviation (SD) was 2.96. In details, the levels of understanding of physical education teachers of junior high schools in Sleman regency towards the *pencak silat* instructions from the factor of basic motions can be described that there were 4 teachers (11%) were in the very high category, 15 teachers (39%) were in the high category, 17 teachers (45%) were in the low category, and 2 teachers (5.00%) were in the very low category. Frequency distribution based on the categorization can be seen in Table 3 and Figure 3.

Table 3. The levels of understanding of physical education teachers of junior high schools in Sleman regency towards the *pencak silat* instructions from the factor of basic motions

No.	Category	Interval	Frequency	
			Absolute	Percentage
1.	Very High	$x > 14$	4	11
2.	High	$10 \leq x < 14$	15	39
3.	Low	$5 \leq x < 10$	17	45
4.	Poor	$5 \geq x$	2	5
Total			38	100

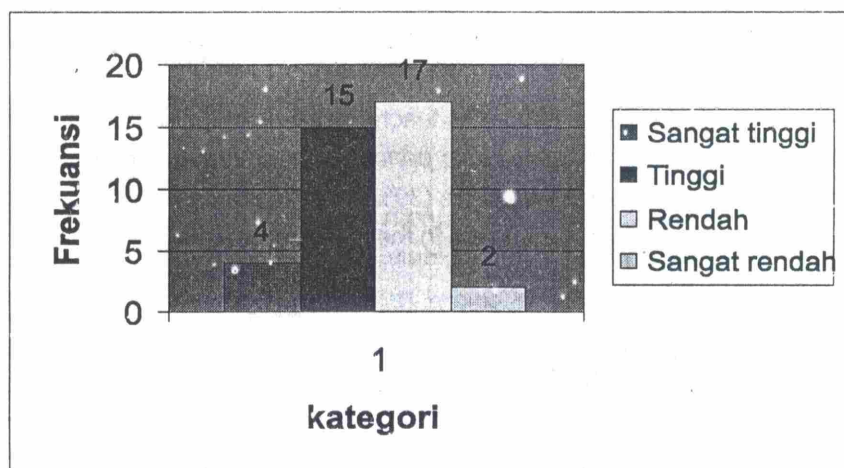


Figure 3. The Histogram of the levels of understanding of physical education teachers of junior high schools in Sleman regency towards the *pencak silat* instructions from the factor of basic motions.

DISCUSSION

Based on data of the results on levels of understanding of physical education teachers of junior high schools in Sleman regency towards the *pencak silat* instructions, it is known that there were 3 teachers (8%) in the very high category, 13 teachers (34%) in the high category, 20 teachers (53%) in the low category, and 2 teachers (5.00%) in the poor category. From the results, it can be concluded that 53% teachers were in the low category. It

is because the levels of understanding of physical education teachers of junior high schools in Sleman regency towards the *pencak silat* instructions particularly on the basic *pencak silat* movements is relatively low. The detailed explanations are:

1. The levels of understanding of physical education teachers of junior high schools in Sleman regency towards the *pencak silat* instructions in the factor of basic *pencak silat* attitudes

The levels of understanding of physical education teachers of junior high schools in Sleman regency towards the *pencak silat* instructions in the factor of basic *pencak silat* attitudes can be described as: 5 teachers (13%) with very high category, 18 teachers (47%) with high category, 14 teachers (37%) with low category, and 1 teacher (3.00%) with poor category.

2. The levels of understanding of physical education teachers of junior high schools in Sleman regency towards the *pencak silat* instructions in the factor of basic *pencak silat* movements

The levels of understanding of physical education teachers of junior high schools in Sleman regency towards the *pencak silat* instructions in the factor of basic *pencak silat* movements can be described as: 4 teachers (11%) were in the very high category, 15 teachers (39%) were in the high category, 17 teachers (45%) were in the low category, and 2 teachers (5.00%) were in the very low category.

CONCLUSION

Based on results of this study on the levels of understanding of physical education teachers of junior high schools in Sleman regency towards the *pencak silat* instructions, there were 3 teachers (8%) in the very high category, 13 teachers (34%) in the high category, 20 teachers (53%) in the category low, and 2 teachers (5.00%) in the poor category.

In details, the levels of understanding Junior High School physical education teacher Se-martial Sleman District towards learning are as follows:

1. The levels of understanding of physical education teachers of junior high schools in Sleman regency towards the *pencak silat* instructions in the factor of basic *pencak silat* attitude can be described as: 5 teachers (13%) were in the very high category, 18 teachers (47%) were in the high category, 14 teachers (37%) were in the low category, and 1 teacher (3.00%) was in the very low category

2. The levels of understanding of physical education teachers of junior high schools in Sleman regency towards the *pencak silat* instructions in the factor of basic *pencak silat* movements can be described as: 4 teachers (11%) were in the very high category, 15 teachers (39%) were in the high category, 17 teachers (45%) were in the low category, and 2 teachers (5.00%) were in the very low category.

REFERENCES

- Agung Nugroho. (2004). *Dasar-dasar Pencak silat*. Yogyakarta: FIK UNY.
- Budi Satriyo. (2000). *Upaya Guru Pendidikan Jasmani Dalam Meningkatkan Kualitas. Penyampaian Bahan Pelajaran Kepada Siswa SMU. (Komprehensif)*. FIK Yogyakarta.
- B. Syarifudin. 2010. *Panduan TA Keperawatan dan Kebidanan dengan SPSS*. Jakarta: Grafindo Litera Media.
- Johansyah Lubis. (2004). *Panduan Praktis Pencak silat*. Jakarta: PT RajaGrafindo Persada.
- Nana Sudjana. (1992). *Penelitian Hasil Belajar Mengajar*. Bandung: Remaja.
- _____. (2002). *Dasar-dasar Proses Belajar Mengajar*. Bandung: Sinar Baru Algensindo.
- Sukarno dan Sukintaka. (1983). *Teori Pendidikan Jasmani*. Yogyakarta: Esa Grafindo Solo
- Wahyu Baskoro. (2005). *Kamus Besar Bahasa Indonesia*. Jakarta : Setia Kawan.