

## **PEDAGOGICAL VALUES IN PENCAK SILAT EXTRACURRICULAR ACTIVITIES FOR DEVELOPING ELEMENTARY SCHOOL STUDENTS' CHARACTERS AT SDN 2 PANGEUREUNAN**

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### **ABSTRACT**

Pencak Silat is an educational material aimed at shaping individuals who are capable of performing beneficial actions and behaviors to establish mutual security and welfare. The purpose of this research is to analyze the influence of pedagogical values on extracurricular Pencak Silat activities in developing the character of elementary school students at SDN 2 Pangeureunan. The method used in this research is descriptive qualitative. A qualitative approach was chosen because it was deemed suitable for the problem focused on in this research. The results of this research show that the planning of character development programs for students at SDN 2 Pangeureunan through extracurricular Pencak Silat activities is developed by the curriculum development team formed by the school principal as the program's responsible party. Other character values that emerged in addition to the five main characters set at SDN 2 Pangeureunan are the values of hard work, curiosity, social care, friendliness, communicativeness, responsibility, respect, love of the homeland, appreciation of achievements, love of peace, and democracy. Therefore, character value development through extracurricular Pencak Silat activities not only develops the five main character values but also other excellent character values in shaping students to have good and superior personalities.

**Keywords:** Pencak Silat, Character, Pedagogical Values

### **INTRODUCTION**

National education according to the National Education System Law No. 20 of 2003 Chapter 2 Article 3 has the function and purpose of developing abilities and shaping character and civilization of the nation in order to enrich the lives of the nation, aiming to develop the potential of learners to become individuals who have faith and piety to the One Almighty God, possess noble character, health, knowledge, skills, creativity, independence, and become democratic and responsible citizens. According to Dharma Kesuma, et al. (2018), one of the important functions of Indonesian education is to develop abilities and shape the character and civilization of the nation, which can be understood that national education adheres to the constructivism stream, which believes that learners are potential and can be optimally developed through the education process. This means that every educational service in Indonesia must perceive learners as having extraordinary potential and need to be facilitated through the education process to develop their potential.

In the context of character education, there is a function of "shaping character" which means that national education must be directed towards character formation and development. Education that is oriented towards the development of learners' characters is a good and appropriate thing. From a pedagogical perspective, education is more seen as developing, strengthening, and facilitating character or personality.

According to Zubaedah (2012), the Ministry of National Education has set character education values as a priority for strengthening character education development and has

established five main characters that must continue to be developed, namely 1) religious character, 2) nationalistic character, 3) integrity character, 4) independent character, and 5) mutual cooperation character. With the main function of character education as a) function of forming and developing potential, b) function for strengthening and improvement, and c) function as a filter.

Currently, the challenges in managing education, especially in carrying out the function as a developer of character or personality, are very heavy. The global influence as an effect of the development of information and communication technology is very significant and real, both positive and negative. Schools, especially teachers, are no longer the only sources of knowledge for students. Schools as institutions that are expected to function as centers for preserving and developing the values and noble culture of the nation, now their function is greatly eroded by the progress of communication and information technology that is very easy and can provide any information that students need and want. With just a mobile phone, students can access various contents very easily. If the content accessed is good for their learning needs, it will certainly be very beneficial for the development and growth of their personal character. However, if students are fond of accessing negative content, it will certainly have a very negative impact on the development of their personal character. In the current situation, character education must function maximally as a filter, so that students can distinguish between what is good and what is not good for them. According to Dharma Kesuma, et al. (2018), there has been a decline in the morality of this nation, especially among young generations and learners, which is characterized by several indications, namely: 1) rampant drug circulation, free sex behavior, student brawls, and pornographic videos circulating among students; 2) rampant immoral acts, extortion, bullying, armed crimes, and other barbaric criminal behavior such as assault and murder that occur among students; 3) unemployment among educated teenagers, which is very difficult to absorb into the job market, will greatly affect the behavior of these teenagers.

According to the research conducted by Farah Dina, et al. (2001) from five vocational high schools in Bogor, 87% of students often do not do their homework, and 77% of them lack discipline, while 56.

1. A rigid and centralistic education system.
2. The national education system does not take into account the realities present in society.
3. The education system is supported by a rigid bureaucratic system that is often used as a tool for the ruling political powers.
4. Teachers are constrained and made part of the bureaucratic apparatus.
5. Education is not oriented towards shaping personality, but rather emphasizes the process of filling students' minds (cognitive).
6. Students are never taught or encouraged to be creative and innovative, and oriented towards curiosity.

From the description above, one solution that is considered to be able to solve the current learning problems, especially in fostering and developing the character of students, is by continuously intensifying the strengthening of character education (PPK) as instructed by the president in Presidential Regulation (Perpres) 87 of 2017. The strengthening of character education in this regulation aims to build and equip students as the golden generation of Indonesia in 2045 with Pancasila spirit and good character education to face the dynamics of future changes. Strengthening character education is a movement under the responsibility of schools to strengthen students' character through harmonization of heart, feeling, thought, and exercise.

The implementation of the extracurricular program of Pencak Silat in schools is one very good effort to be implemented in the context of character development, fostering, and strengthening education based on various considerations, as follows:

1. Presidential Regulation (Perpres) No. 87 of 2017, regarding Strengthening Character Education, which requires the integration of character values in character education in every subject in teaching and learning activities in schools.
2. The policy of the Governor of West Java through Governor Regulation No. 05 of 2017, which has designated Pencak Silat as an elective subject in schools in West Java.
3. Based on Garut Regency Regulation No. 11 of 2011 on the implementation of education, which includes Pencak Silat as a local elective subject in schools in Garut regency.
4. In the Merdeka curriculum, to realize the Pancasila student profile, its implementation in the school environment is applied through 1) School culture development, 2) Intracurricular learning, 3) Extracurricular learning, in the form of Pancasila student strengthening projects. 4) Extracurricular learning that combines six dimensions of Pancasila students, namely faith, piety to God Almighty, and noble character, independent, mutual cooperation, critical and creative thinking, into an extracurricular program that is a program for talent and interest development.
5. Historically, the founder of the Indonesian nation, Bung Karno, as written by Rusli Lautan (2007) as quoted by Mulyana (2014), positioned sports as the vision of Character Nation Building in order to shape the character of the Indonesian nation towards a new Indonesia.
6. Furthermore, according to Shild and Bredmeir (1995) as quoted by Mulyana (2014), they assert that sports are an effective means in shaping character, "moral character is developed in sport, as in other share of life, In so far as much admired human qualities as loyalty, courage and resolution are cultivated and directed to the upholding of what is fair and just in the interest of all."
7. According to experts, Pencak Silat as a reflection of the cultural values of Indonesian society is a cultural system that is influenced by the natural environment and cannot be separated from human activities. In real life, Pencak Silat is used as a self-defense tool, physical fitness maintenance, and realizing aesthetic values. At the individual level, Pencak Silat serves to

## RESEARCH METHOD

The method used in this research is qualitative descriptive method. In this regard, Jhon W. Best (in Baeley, DK, 1982:116) stated that "A descriptive study disrobes and interprets what is, opinions that a held processed that a going on, effects are evident or trends that are developing". This means that descriptive research describes and interprets what is. Descriptive research is related to existing conditions or relationships, opinions expressed, processes taking place, evidence of effects, or developing trends (Dewanto Zulkarnaen, 2019:27).

Qualitative approach was chosen in this research because it was deemed highly suitable for the problem focused on in this research. The discussion of operational definitions is intended to avoid errors in interpreting terms in this thesis, therefore operational definitions are made as follows: Pedagogical Values in Pencak Silat extracurricular activities in developing the characters of elementary school students in SDN 2 Pangeureunan. Data processing and analysis in this research used descriptive analysis carried out to identify the development of five main character values in Pencak Silat extracurricular learning through direct approach and habituation process in the learning process.

Based on the results of interviews and observations that have been recorded in field notes, the data was then processed and analyzed. The processing and analysis of data is an effort to

arrange systematically and improve the researcher's understanding of the problem being researched, as well as to understand its meaning..

## **RESULTS AND DISCUSSION**

### **Planning of Character Development Program for Students Through Extracurricular Activities of Pencak Silat**

It was found at SDN 2 Pangeureunan that those involved in the development of the extracurricular activity program of Pencak Silat were the principal and the teacher coach, which is in line with Abu's (2014:9) explanation that the principal should involve teachers (coaches) in program development so that the principal can absorb, filter, and formulate ideas together with the teachers in the institution to achieve common goals.

The next finding is that the five character development materials formulated in the extracurricular program are in line with the theory that Pencak Silat has five main characters that can be developed in students, namely taqwa character, tough character, responsive character, wise character, and decisive character. From the study's documentary findings and interviews with the principal, supervisor, program developers, and teacher coach, who also serves as the coach of Pencak Silat activities at SDN 2 Pangeureunan, it was found that the purpose of the extracurricular Pencak Silat program at SDN 2 Pangeureuna was established and determined through a good discussion involving various parties. The objectives of the extracurricular Pencak Silat program at SDN 2 Pangeureunan are as follows:

1. First, to preserve the martial art of Pencak Silat.
2. Second, to develop students' physical fitness, discipline, and strong spirituality.
3. Third, to channel the talents and interests of students.
4. Fourth, to develop character values embedded in Pencak Silat.

Based on these findings, the researcher assessed that even though the program still uses borrowed media or equipment, the type of media used is adequate enough to assist in teaching the martial art of Pencak Silat. The school is currently trying to allocate funds from its very limited budget and has received promises of assistance from sponsors and the village head. The Pencak Silat training process is carried out in the following stages:

1. Introducing Technique Skills.
2. Demonstrating and Explaining Technique Skills.
3. Asking Students to Practice.
4. Conducting Corrections.

Based on the data obtained from interviews with four highly competent informants, the teacher coach always evaluates the training system for process improvement, and the principal takes steps every semester to determine the community's satisfaction level with the implementation of the extracurricular Pencak Silat program. This is in line with the character education evaluation model proposed by Lickona and Lewis (1999), which states that there are several ways to determine parents' knowledge and assess their views, perceptions, and involvement in character education programs in schools. For example, parents' opinions on character education can be assessed through inventories commonly referred to as opinions. Opinions can also be used by teachers, students, and staff and are presented in the form of surveys.

### **Impact of Extracurricular Program of Pencak Silat on Student Character Development Taqwa Character**

Based on the interview and questionnaire data from the sources, along with direct observation evidence by the researcher in the field, both in school life and specifically during the Pencak Silat training program, the researcher concluded that "The extracurricular program of

Pencak Silat can develop the character value of piety in fifth-grade students at SDN 2 Pangeureunan." This conclusion is in line with Kriswanto's (2015) opinion that the philosophy of Pencak Silat sees noble character as the source of human behavior and actions needed to realize religious and moral goals. This philosophy can be said to be self-control. With good self-control, humans can fulfill their obligations as creatures of God, individuals, social creatures, and citizens who prioritize public interests over personal interests. Based on the nobility of this philosophy, Pencak Silat martial arts education can shape children's character to become those with good behavior and moral values (Akhlauq Kharimah).

### **Tough Character**

From the processed data of the findings, through interview and questionnaire data from the sources, along with direct observation evidence by the researcher in the field, both in school life and specifically during the Pencak Silat training program, the researcher concluded that "The extracurricular program of Pencak Silat can develop the value of tough character with three main indicators, namely student discipline, resilience, and willingness to accept challenges for fifth-grade students." This conclusion is in line with Khumaidah's (2012) opinion that the character developed in Pencak Silat education in elementary school is good behavior, discipline, confidence, and sportsmanship. Through Pencak Silat martial arts education, students are trained both physically and mentally to be accustomed to having the above characters, both in school life and in society.

### **Responsive Character**

Based on the interview data with four parent sources, eight observation times by the researcher in the field, and supported by questionnaire evidence from four teachers at SDN 2 Pangeureunan, regarding their assessment of two responsive character indicators, namely a responsible attitude and character in communicating with their peers, the researcher found that fifth-grade students at SDN 2 Pangeureunan experienced good progress in both indicators. They are more disciplined and responsible in their behavior and work that becomes their duty and obligation, although one or two children still need to be reminded and continue to receive guidance and coaching. Thus, by participating in the extracurricular program of Pencak Silat, the development of student's responsibility character is improving.

### **The Tanggon Character**

The Tanggon character with indicators of innovative attitudes and spirits is a character that is very difficult to cultivate, especially with the factor of children's habits that generally like to imitate or follow others or what already exists. The innovative attitudes of fifth-grade students at SDN 2 Pangeureunan, according to the researcher's observations, have generally developed innovative characters, albeit in a simple level or degree. Coaches/teachers always strive to encourage them to have that character through various methods, especially in assignments. Hard work is needed to develop that character well into a whole personal character. Meanwhile, high motivation character in achieving or pursuing progress has been seen to be very developed with indicators of diligence, perseverance, discipline, and active in carrying out activities carried out by the school.

In relation to the performance of Pencak Silat, Tanggon means resilience, tenacity, and firmness, not easily provoked by provocations that can cause damage. All of these attitudes are based on a strong sense of confidence and high morals. Innovative and highly motivated in pursuing progress.

### **The Trengginas Character**

From the data obtained by the researcher, based on the results of interviews with 4 representative parents of fifth-grade students who were the research subjects, observations carried out 8 times by the researcher, and questionnaire activities towards 4 teachers of SDN 2

Pangeureunan. Based on the analysis of the data, the author obtained a general or overall picture, that the Trengginas character with indicators of high motivation to pursue progress, willingness to develop abilities, and having an attitude of not easily giving up when facing difficulties and obstacles in pursuing tasks and obligations, and their desires can be developed through extracurricular activities of Pencak Silat towards fifth-grade students' character at SDN 2 Pangeureunan. These data findings are in line with Notosoejitno's opinion (2006) that the Trengginas character in Javanese means energetic, active, creative, and innovative, thinking broadly, and able to work hard to pursue quality and beneficial progress for themselves and for the community based on attitudes of willingness to develop oneself and a sense of responsibility for developing their community. In the context of Pencak Silat coaching, Trengginas means smart, active, and creative, as well as initiative in seeking opportunities to outperform opponents. Trengginas also means agile, nimble, and quick in releasing the mastered moves, making opponents powerless and struggling against them. All of these actions are based on an attitude of never giving up.

## CONCLUSION

The program planning for character development of students at SDN 2 Pangeureunan through extracurricular activities of pencak silat is arranged by a curriculum development team formed by the principal as the program's responsible party. The character development program is divided into five predetermined character values: piety, tough, responsive, disciplined, and diligent. The implementation of the program is divided into four stages of activities: the initial activity, the core activity, the break activity, and the final activity. The character development program's implementation contains five character values, namely piety, tough, responsive, disciplined, and diligent, which are developed in the school's culture at SDN 2 Pangeureunan. Other character values that emerge besides the five predetermined characters at SDN 2 Pangeureunan are hard work, curiosity, social care, friendly, communicative, responsibility, respectful attitude, love for the homeland, appreciating achievements, peace-loving, and democratic. Thus, character development through extracurricular activities of pencak silat not only develops the five main character values but also develops other excellent character values in shaping students to have a good and outstanding personality.

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