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## Analysis of Basic Skills Level of Pencak Silat Extracurricular Participants of Al Azhar 51 Islamic Elementary School Bengkulu

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### ABSTRACT

This study aims to determine the basic skill level <sup>3</sup> of pencak silat extracurricular participants of SD Islam Al Azhar 51 Bengkulu. This research is a quantitative descriptive research. The data <sup>7</sup> collection technique used is a survey method with martial arts skill test techniques. The sample in this study amounted to 16 students who participated in extracurricular activities with a purposive sampling method with the criteria of upper grade students, namely grades 4-6. The data analysis used to describe the results of the study is percentage descriptive. The results showed that the basic skill level <sup>2</sup> of pencak silat extracurricular participants of SD Islam Al Azhar 51 Bengkulu was 1 student (5%) in the very good category, 5 students (26%) in the good category, 8 students (42%) in the medium category, 3 students (16%) in the less category, and 2 students (11%) in the less once category. So that overall the basic skill level of pencak silat students participating in extracurricular pencak silat at SD Islam Al Azhar 51 Bengkulu is included in the medium category with the most frequency, namely 8 students (42%).

<sup>3</sup>

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### Abstract

<sup>1</sup> This study aims to determine the level of basic pencak silat skills of extracurricular participants of SD Islam Al Azhar 51 Bengkulu. This research is quantitative descriptive research. The data collection technique used is the survey method with the pencak silat skill test technique. The sample in this study amounted to 19 students participating in extracurricular activities with a purposive sampling method with the criteria of upper grade students, namely grades 4-6. The data analysis used <sup>1</sup> to describe the research results is descriptive percentage. The results showed that the level of basic pencak silat skills of extracurricular participants of Al Azhar Islamic Elementary School 51 Bengkulu 1 student (5%) in the excellent category, 5 students (26%) in the good category, 8 students (42%) in the moderate category, 3 students (16%) in the less category, and 2 students (11%) in the very poor category. So that overall the level of basic pencak silat skills of students participating in extracurricular pencak silat at SD Islam Al Azhar 51 Bengkulu is included in the moderate category with the highest frequency of 8 students (42%).

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## **INTRODUCTION**

Sport is now a very popular activity, because it can be done by anyone, anytime, anywhere. Therefore, sports need to be developed and improved, and sports need to be developed programmatically, planned, continuously, and scientifically. Achieving maximum achievement is one of the goals of sports and cannot be separated from the government's interest in improving sports achievements. Scientific sports coaching should be the basis of the coaching and mentoring process for athletes to achieve peak performance, including sports coaching from an early age. Early sports coaching is aimed at introducing and mastering basic sports skills, complemented by the development of general physical skills and abilities (Raibowo, Syafrial, et al., 2023) .

In Indonesia itself, to develop the skills and abilities of its people, many sports competitions are held. Many official sports are competed both on a national and international scale between countries, one of which is pencak silat. Pencak silat is one of the sports that can be competed in both national and international events (Rosalina & Nugroho, 2020) . Pencak silat is an original culture inherited from the ancestors of the Indonesian people which is estimated to have existed since the 7th century. When people at that time faced harsh nature with the aim of maintaining survival by hunting and fighting wild animals, the pencak silat movement was founded (Sucipto et al., 2021) . Pencak silat has body movements that are commonly used in daily activities, these activities include kicks, punches and slams (Amrullah, 2015) . Pencak silat has a variety of colleges and spreads widely to the national realm because it can be a forum for small scope organizations in the development of pencak silat sports (Pratama, 2018) . As one of the martial arts sports, pencak silat is a compulsory extracurricular sport in Bengkulu City Elementary Schools, especially at Al Azhar 51 Islamic Elementary School. As an extracurricular, pencak silat training is carried out outside of school hours. Pencak silat extracurricular at SD Al Azhar 51 actively participates in every pencak silat match activity in Bengkulu city as well as matches held on a national scale. Pencak silat extracurricular activities can be a medium for learning self-control for children (Sucipto et al., 2021) . However, the implementation of extracurricular pencak silat SD Al Azhar 51 still experiences many shortcomings and problems to achieve the highest possible achievement. The frequency of training is one of the problems encountered in the pencak silat extracurricular activities at SD Al Azhar 51, which only has a frequency of once a week.

This is of course a problem where according to (Aguss & Fahrizqi, 2020) a good training frequency is 3 times a week. In preparing the training program, the coach should have data on the skills of the participants, but in reality the coach does not have data on the basic ability level of his students due to lack of understanding of pencak silat skill tests, this condition makes the coach only spontaneously deliver material at each training session. In preparing training programs for children, coaches must prioritize fun elements (Susanto & Lismadiana, 2016) . Another problem is that the pencak silat coach at SD Islam Al Azhar 51 Bengkulu does not conduct an evaluation at the end of the semester. In fact, evaluation is very necessary to achieve the goals set. According to (Wardoyo &

Fitranto, 2021) evaluation is a way of determining the size or value of the data collected. In addition, evaluation can also be understood as a structured process in deciding or making decisions about the extent to which goals or programs have been achieved. In addition, evaluation can also be understood as a structured process of deciding or making decisions about the extent to which objectives or programs have been achieved.

The level of basic pencak silat skills of extracurricular participants of SD Islam Al Azhar 51 Bengkulu is not yet known and there is no basic skills data owned by the coach, therefore it is necessary to conduct research that measures the level of student skills so that later it can become a reference for extracurricular coaches in designing training programs that refer to future achievement development.

## METHODS

This research is quantitative descriptive research, this research tries to reveal facts without manipulating the research sample (M.E. Winarno, 2013). The purpose of the study was to determine the level of basic pencak silat skills of extracurricular participants of SD Islam Al Azhar 51 Bengkulu. The method used in this research is a survey method with basic pencak silat skill test techniques. This study will describe pencak silat skills with categories of excellent, good, moderate, less, and very less. The sampling technique in this study used purposive sampling technique, in this purposive sampling technique is theoretically a sampling technique with certain considerations. The samples taken in this study were 19 students participating in upper grade extracurricular activities, namely grade 4 to grade 6.

Data collection in this study used a test technique, namely by conducting a front kick, sickle kick and T kick skill test for 10 seconds. The instrument used is an instrument designed by Johansyah Lubis and Hendro Wardoyo entitled "Pencak Silat Basic Skills Instrument". Indeed the test is intended for adults. However, because the research subject is not the same as the subject used in the instrument, an instrument test was carried out which can be seen in the following table:

**Table 1.** Validity of Each Test Item

No.	Test	Validity
1	Front Kick	0,92
2	Scythe Kick	0,91
3	T kick	0,90

Reliability of Each Test Item

No.	Tes t	Reliability
1	Front Kick	0,96
2	Scythe Kick	0,99
3	T kick	0,97

Table 3. Norm T Score Categorization

Test Raw Score	Category	Value
>192	Excellent	A
164-191	Good	B
136-163	Medium	C
108-135	Less	D
<108	Less than Once	E

The data analysis technique in this study uses quantitative descriptive analysis. The formula used in this study according to (Hidayani & Mustafudah, 2020) as follows:

$$P = \frac{F}{N} \times 100\%$$

Description:

P = Percentage sought

F = Frequency

N = Number of Respondents

The data that has been collected will be entered into the categories Excellent, Good, Moderate, Less, Very Poor by referring to the *T-Score* value that has been obtained. The results that have been obtained are converted to the *T-Score* value then summed up and then the final value is obtained to determine the skill category by referring to the table below:

Table 4. Tscore Norms for Categorization

Test Raw Score	Category	Value
>192	Excellent	A
164-191	Good	B
136-163	Medium	C
108-135	Less	D
<108	Less than Once	E

## RESULTS AND DISCUSSION

The data obtained from the test results were used to classify five categories: very good, good, medium, less, and very less. These categories are obtained by combining data from all test items that have previously been converted into TSCORE values.

On signal 'yes', the student kicks <sup>6</sup> with the right foot and exercises to the starting position by

touching the floor behind the line, then continues the right kick as fast as possible as much as possible for 10 seconds. The same applies to the left leg. The unit of measurement is the number of kicks within 10 seconds taken from the number of student kicks. Kicks that can be counted are kicks that hit the target using power (making a loud sound) (Anam & Hidayah, 2014) . The test results are carried out according to the provisions of each test item as follows:

#### **Front Kick Skill Level**

The results of the front kick skill test obtained the highest data is 19 and the lowest is 10. The data collected is converted into the TSCORE value <sup>5</sup> which can be seen in the following exercise.

**Table 5.** Front Kick Test Results

Acquisition	T-Score	Number of Students
10	33	1
12	41	4
13	45	4
14	48	3
16	56	2
17	60	2
18	64	1
19	67	2

#### **Scythe Kick Skill Level**

The results of the sickle kick skill test obtained <sup>5</sup> the highest data is 18 and the lowest is 11. The data collected is converted into the TSCORE value which can be seen in the following exercise:

**Table 6:** Scythe Kick Test Results

Acquisition	T-Score	Number of Students
11	31	2
13	41	2
14	46	5
15	51	2
16	56	3
17	61	4
18	66	1

#### **T Kick Skill Level**

The results of the front kick skill test obtained <sup>5</sup> the highest data is 17 and the lowest is 9. The data collected is converted into the TSCORE value which can be seen in the following exercise:

**Table 7.** T Kick Test Results

Acquisition	T-Score	Number of
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Students		
9	29	1
10	34	1
12	43	5
13	48	3
14	52	2
15	57	3
16	62	3
17	66	1

The data from each test item that has been converted into the TSCORE value is summed to determine the category of students' skill level. The results can be seen in the following table:

**Table 8.** Recapitulation of TSCORE Score

No.	Name	Kick Home	Kick Scythe	Kick T	Total	Category
1	UF	33	31	29	93	Less than Once
2	KJ	41	56	43	140	Medium
3	KL	45	46	57	148	Medium
4	MB	41	41	43	125	Less
5	AA	45	46	57	148	Medium
6	HP	41	41	43	125	Less
7	OB	56	61	57	174	Good
8	AY	45	46	48	139	Medium
9	AD	48	51	48	147	Medium
10	MF	64	61	62	187	Good
11	MP	48	56	48	152	Medium
12	AR	45	46	43	134	Less
13	AR	48	46	43	137	Medium
14	MR	67	61	52	180	Good
15	RI	56	61	62	179	Good
16	FF	60	51	52	163	Medium
17	RP	41	31	34	106	Less than Once
18	FR	67	66	66	199	Excellent
19	SA	60	56	61	177	Good

After further analysis the average student who has a moderate to very good skill level turns out to follow additional training or private pencak silat lessons outside of school extracurricular hours with a frequency of training 3 times a week plus extracurricular training at school 1 time a week so that the total training of students with moderate to very good skill level categories is 4 times a week. Meanwhile, students with level categories of less to very poor do not take private pencak silat lessons, these students only take extracurricular training at school with a frequency of training once a week. This is certainly very influential on the results of student skill tests where according to James & Tangkudung (2022) a good training frequency is 3 times a week. Apart from the training factor, personal factors also greatly influence skills where according to (Umi Musya'Asa, 2021) each student has different talents that each individual has. So that the skills of each student cannot be generalized.

According to the results of observations, students actually already have talent, it's just that this talent must continue to be honed and improved. One of them is by participating in various kinds of elementary school level matches. On average, students who have moderate to very good skills have participated in pencak silat matches several times, while students who have less to very poor skills have never participated in pencak silat matches. According to (Negoro & Sungkowo, 2023) The experience of participating in the match will affect the athlete's achievement motivation. So with quite a lot of experience, students who have competed frequently should have better skills than students who have never competed at all. Then the researcher sees that students who have a skill level of less to very little movement tend to be stiff due to posture that is not ideal, for example, 11 years old, 137 cm tall and 50 kg, while according to (Maulana & Yendri, 2018) the ideal height and weight of an 11-year-old child is 144 cm tall and weighs 36 kg. According to the BMI (*body mass index*) calculation, the student is obese level 1 with a BMI of 26.6.

According to the extracurricular coach of SD Islam Al Azhar 51 Bengkulu, the quality of the pencak silat extracurricular coach is quite good, the way of training and the coach's approach to students is good, the coach can motivate students to practice more. Motivation from the coach can be a determining factor in improving student achievement (Raibowo, Wulandari, et al., 2023) . Furthermore, the researchers also saw that the extracurricular coach of SD Islam Al Azhar 51 did not have a license, even though the license of a coach is a sign that the coach is competent in his field. Therefore, coaches who train sports are required to have a license or certificate. In addition to the quality of good coaches, parents also play an important role in the success of children (Wijaya & Yusuf, 2020) For example by providing positive support to children during training, providing support when children compete, so that it raises children's enthusiasm in achieving success.

According to the results of observations of training facilities and infrastructure at SD Islam Al Azhar 51 Bengkulu is very limited, the school only has 1 target, 1 pair of body protectors and 14 sheets of mattresses, while the number of extracurricular pencak silat participants is 32 students, not to mention the addition of new students who increase every year, it is very difficult to carry out training programs so that training runs poorly. In addition, the training room facilitated by the school is quite small, only 1 classroom, where the room is not enough to accommodate a large number of training participants. the facilities and infrastructure factor must get special attention from the school. If the facilities and infrastructure used are sufficient, it will make it easier for trainers and students in the training process.

Based on the results of observations that have been made, researchers also see that at Al Azhar 51 Islamic Elementary School is renovating the school building, making it vulnerable to endangering students during training, especially the coach supervise all students when training is taking place, making students vulnerable to the risk of injury. According to (Bambang Priyonoadi, 2015) Injury or trauma is a disorder that occurs in the body that causes pain, heat, redness, swelling and cannot function



normally in muscles, tendons, ligaments, joints or bones due to excessive motion activity or accidents. Injuries can also be caused by the preparation of an exercise program that is not suitable for the age of the student, giving exercise weights that are beyond the capacity of the student's ability can also cause injury, so the coach should compile an exercise program that is safe, easy to do, and in accordance with the capacity of the student so as to minimize the occurrence of injury. According to Noor (2012), fun is one of the six principles of extracurricular activities. So extracurricular training should be carried out with a pleasant nuance.

## CONCLUSION

According to the results of the research that has been carried out, the level of basic pencak silat skills of extracurricular participants of Al Azhar 51 Bengkulu Islamic Elementary School is 1 student (5%) in the excellent category, 5 students (26%) in the good category, 8 students (42%) in the moderate category, 3 students (16%) in the less category, and 2 students (11%) in the very less category. So it is concluded that the level of basic pencak silat skills of extracurricular participants of SD Islam Al Azhar 51 Bengkulu is included in the Moderate category with the highest frequency of 8 students (42%). So that this research can be a recommendation for the coach to carry out a work program so that the basic technical skills of the fighter become even better.

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