

# Implementation of Audio Visual Media in the Learning of Pencak Silat Jurus Prasetya

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**Abstract:** This study aims to determine the effect of the use of audio visual media on learning outcomes of Pencak Silat Jurus Prasetya learning in grade V students in SD Negeri Cisu 2 Bandung. The research method used in this research is experimental research method with the research design is Post-test Only Control Design. Population in this research is all student of class V in SD Negeri Cisu 2 Bandung about 62 people. The sample in this research are 20 students, consist of 10 students of experimental group and 10 students of control group. Sampling technique that will be used for research is using purposive sampling technique. The instrument used in this study is a test. From the data analysis results obtained  $t_{\text{count}} = 4.49$ , and  $t_{\text{table}}$  obtained from the list of t distribution with probability  $1 - \alpha = 1 - 0.05 = 0.95$  and  $dk = (n_1 + n_2 - 2) = (10 + 10 - 2) = 18$ , then  $t_{\text{table}}$  obtained is 1.734. So  $t_{\text{count}} = 4.49$  is greater than  $t_{\text{table}} = 1.734$ . Thus  $t_{\text{count}}$  is in the rejection region  $H_0$ , then  $H_a$  accepted. So the conclusion is "Learning pencak silat jurus prasetya by using audio visual media gives a significant influence on the learning outcomes pencak silat on grade V SD Negeri Cisu 2 Bandung".

## 1 INTRODUCTION

Basically physical education is education through physical activity or movement activity. Physical education is applied in primary schools with the aim of improving cognitive, affective, and psychomotor skills as a tool for achieving educational goals. Understanding is supported by the understanding as follows:

"Physical education is an integral part of the overall Education system, which focuses on the development of aspects of physical activity, motion skills, critical thinking skills, emotional stability, social skills, reasoning and moral action through physical activity" (Maksum, 2008).

By looking at the definition of physical education according to the Ministry of National Education in 2006, physical education has a purpose in addition to the previously described, namely to improve learning outcomes of learners in understanding a subject matter or game in sports that will ultimately be useful in improving the outcome or ability of learners.

At the time of physical education learning it should be realized that the physical education learning model does not have to be centered on the educator, but on the students or who will be educated.

Learning orientation should be tailored to the development of the characteristics of learners so that learners feel interested in learning and also learners feel happy when learning takes place.

In physical education many sports are studied. One of the physical education activities that exist in the 2013 curriculum is pencak silat learning. (Wilson, 2015; Wilson, 2011) "Pencak silat is a martial arts cultural heritage of the ancestors of Indonesia". With our study of martial arts, we learn to defend our own lives from the threats of nature, animals and with others who are perceived to threaten their integrity. This learning is one of the local content that plays an important role to preserve the traditions of the Indonesian nation.

In general, although pencak silat learning is a local content that has been implemented in elementary schools, but in reality there are still many schools that do not implement pencak silat learning process. Pencak Silat in this era is much used as an extracurricular in some elementary schools, especially in the city of Bandung is due to lack of resources pencak silat teacher.

At this time, people have forgotten the culture owned by our own nation, even many who consider this martial art as an outdated sport. As citizens of

Indonesia who love the nation, then we must make people aware to maintain our culture so as not to be stolen by other countries. Therefore, researchers want to apply pencak silat learning when learning physical education in elementary school by teaching one of the stance in pencak silat that is Jurus Prasetya.

Jurus Prasetya is one of the art moves ibing pencak contained in the elementary school curriculum in learning martial arts. In this stance consists of 7 Jurus Prasetya moves and each move has 7 series of movements with 7 counts and earlier begins with the opening honor with two directions of the wind. Jurus Prasetya composed and created from the promise of Pencak Silat Indonesia man himself to fulfill his obligations. In accordance with the MUNAS IPSI to VII with the decision No. 3 of 1986 that every Pesilat Indonesia is required to understand Prasetya Pesilat Indonesia consisting of 7 Prasetya as one unity round and whole.

There are several cases that appear in pencak silat learning, one of which is the lack of student participation in pencak silat learning because in general learning is done outside the room so that uncertain weather conditions can be hot or heavy rains become obstacles when the implementation of pencak silat learning.

With this case it will be a challenge for a martial art teacher to be able to continue to innovate in the learning process of pencak silat, so that this pencak silat learning can be more interesting, challenging and most importantly in accordance with the times, even in this pencak silat lesson eliminating the traditional values contained in pencak silat itself.

One of the learning environment is very instrumental in facilitating the mastery of learners to the competence to be achieved is the application of technology in the use of learning media.

According to AECT (Association of Education and Communication Technology) cited by Azhar (2011; Castells, 2011) "Media is any form used for the process of information distribution". While the other sense of media is a tool what can be used as a message channel to achieve learning objectives.

Learning media is a tool that can be used by an educator in helping with the education task delivery of learning materials. Media can also help learners in achieving competencies to be achieved or mastered, which ultimately is expected to improve student learning outcomes.

With the media in learning pencak silat in the form of audio visual can be considered important, because in addition to responding to the existing challenges, audio visual in this pencak silat learning also has the advantage that can facilitate the process

of teaching and learning both for teachers and for learners because by using audio visual students can see the motion over and over again without having the teacher perform repetitive movements to model. Audio visual media also has the characteristics can be repeated with the speed that can be arranged itself in accordance with the needs of learners.

By using the audio-visual media, pencak silat learning is expected to be implemented in every school that is indeed pencak silat learning has many benefits in life today. As has been explained previously that the lack of faculty when will implement pencak silat learning, then by using audio visual media is one solution for educators or the school to continue to implement pencak silat learning.

On the other hand, by using audio-visual media, learners can be motivated to be more active and the excited to learn pencak silat and material can be delivered intact in the learning process so as to help improve the development of learners in a better direction.

Then the plus point of the use of audio visual media, any learning doesn't always be done outdoors but it can be implemented in the room. With the audio visual media allegedly able to realize the implementation of learning processes that are more demanding students to be more active and creative.

## 2 METHODS

The method used by the researcher in this research is experimental method. This experimental method is used on the basis that the nature of the study is "to try something to know the effect or effect of treatment" (Rubin, 1974). So it can be concluded that in this study the authors will try the learning by using the audio visual media on pencak silat learning jurus prasetya which will then compare the students' learning success between using audio visual media and without using audio visual media in grade V students of SD Negeri Cisitu 2 Kota Bandung.

The research design used was (Post-test Only Control Design) in Wiggins and McTighe (2005), i.e. "a research design that only looks at the final test results". The design is tailored to the research aspect as well as the subject matter to be expressed. Population in this research is all student of class V in SD Negeri Cisitu 2 Bandung 62 people. The sample in this research are 20 students, consist of 10 students of experimental group and 10 students of control group. Sampling technique that will be used for research is using simple random sampling technique.

The instrument used in this study is the final test of the jurus prasetya after the treatment.

The procedure of this research design from the beginning of the research to the end of the study are as follow:

- Determine the sample of the population;
- Provide treatment by using audio visual media and without using audio visual media;
- Conduct a final test after treatment;
- Calculate the difference between the first group results (using audio visual media) and the second group (without using audio visual media) after being treated;
- The final step is testing the hypothesis to determine whether the difference means accepting the hypothesis or reject the hypothesis proposed in this study.

### 3 RESULTS AND DISCUSSION

#### 3.1 Results

Researchers conducted this study to determine whether there is a significant influence of the use of audio visual media to learning outcomes pencak silat jurus prasetya grade V SDN Cisit 2 Bandung. This research was held 12 times meeting and meeting to 13 is final test. This study starts from Friday, January 13, 2017 to Friday 10 February 2017.

The results of processing and analysis of the data the authors describe in this chapter, namely as follows:

##### 3.1.1 M Calculating Average and Standard Deviation

Here is the result of statistical data of test results of learning pencak silat jurus prasetya on grade V SDN Cisit 2 Bandung in the form of mean and standard deviation in each research group. Described in the table 1 as follows:

Table 1: result of student’s statistics data.

Group	Mean	Standar Deviation
Experiment (Using Audio Visual Media)	124,60	3,27
Control (Without Audio Visual Media)	116,97	4,23

##### 3.1.2 Normality Test

Normality test is done to determine whether or not a normal distribution of data has been obtained. This is

important to know related to the accuracy of the selection of statistical tests that will be used by researchers. In this study, the data already obtained will be tested using the Liliefors Normality Test.

Table 2: description of data tested using Liliefors Normality Test.

Group	$L_{count}$	$L_{table}$	Conclusion
Experiment (Using Audio Visual Media)	0,049	2,58	“NORMAL”
Control (Without Audio Visual Media)	0,096		“NORMAL”

In table 2 the experimental group on the final test obtained  $L_{count} = 0.049$ , so  $0.049 < 2.58$ , then the data in the experimental group declared distributed "NORMAL". While in the control group on the final test has  $L_{count} = 0.096$ , so  $0.096 < 2.58$ , then the data in the control group is declared distributed "NORMAL".

#### 3.1.3 Homogeneity Test

After it is known that the data is normally distributed, the next step is to test the homogeneity of the test result data by using the equality test formula of two variances in the learning group of pencak silat jurus prasetya by using audio visual media and learning without using audio visual media. The goal is to establish that the data is homogeneous or not. The test results are as follows table 3:

Table 3: Result of Homogeneity Test.

Group	Variance	$F_{count}$	$F_{tabel}$	Conclusion
Experiment	10,69	1,67	3,18	HOMOGEN
Control	17,89			

Based on the above table it can be seen that the result of experimental group variance test is 10.69, while the result of control group variance test is 17.89. the result of homogeneity test is known that the result of  $F_{count} (1,67) < F_{tabel} (3,18)$  with the real level  $\alpha = 0.05$  and  $dk = (n-1, n-1)$  for the numerator = 9 and for denominator = 9. Then the test result above it can be concluded that the sample group data is "HOMOGEN".

#### 3.1.4 Significance Test

To test significantly the increase in learning outcomes by using the two-equation test of average. By using the two equality test can illustrate that there is a difference or not about the level of movement mastery of Jurus Prasetya on students in SD Negeri Cisit 2 Bandung the learning by using audio visual

media and without using audio visual media. The results of the test, as follows table 4:

Table 4: Result of Significance Test.

Group	S	$t_{count}$	$t_{table}$	Conclusion
Experiment (Using Audio Visual Media)	,78	4,49	1,734	"SIGNIFIKAN"
Control (Without Audio Visual Media)				

Based on the above table obtained the combined standard deviation of 3.78. From result of data of calculation of significance test hence obtained  $t_{count} = 4.49$ , while  $t_{table}$  at trust level  $\alpha = 0.05$  with  $dk = (n_1 + n_2 - 2) = 18$ , price  $t$  of  $t$  distribution list obtained price equal to (1.734). Since  $t_{count}$  (4.49) is greater than  $t_{table}$  (1.734) so that  $t_{count}$  is in the rejection region of  $H_0$ , then  $H_a$  is accepted. This means that learning groups using audio-visual media show a real difference compared to the learning group without using audio visual media. So the conclusion is "Learning pencak silat jurus prasetya by using audio visual media gives a significant influence on the learning outcomes pencak silat on grade V SD Negeri Cisitu 2 Bandung".

### 3.2 DISCUSSION

Audio-visual media is an observation made by using the sense of sight and the sense of hearing that has been prepared in the form of a video whose content is a task of movement that must be done (Thomas and Penz, 2003).

Based on the calculation / data analysis, the authors found results that show that learning by using audio visual media has a greater success rate in the learning process of pencak silat especially the jurus prasetya that has been studied. This is seen from the average value of the test, the experimental group has a larger value of 124.60 compared with the control group that is 116.97.

In other words, learning pencak silat jurus prasetya by using audio visual media gives a good influence on student learning outcomes and learning becomes more easily captured by students because clearly visible from the ability of absorption through sight and hearing. As stated by Daryanto (2011) that The ability of human absorption is classified into 5 parts, namely: (1) Sightings 82%, (2) Hearing 11%, (3) Smell 1%, (4) Tasting 2.5%, (5) Tasting 3.5%.

Based on the above explanation, it can be concluded that learning audio visual media gives a more significant effect than learning without audio visual media. So from the results of this study can be

confirmed that the audio visual media is one of the tools in teaching that can be applied in the process of physical education, especially in the learning of pencak silat jurus prasetya.

## 4 CONCLUSIONS

Based on the description of data that has passed the processing and analysis stage as well as empirical facts in the field during this study carried out it can be concluded that:

"Pencak silat learning using audio-visual media gives a significant influence on the learning outcome of pencak silat jurus prasetya. So that learning pencak silat jurus prasetya by using audio-visual is valued better than the learning pencak silat jurus prasetya without using audio visual media to the learning outcomes in the students of SD Negeri Cisitu 2 Bandung".

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