

Pengebmangan model Laihan Pencak Sila Perisai Diri Berbasis Pendidikan Karakter Terhadap Life Skills

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Abstract

Study This aim develop training models martial arts martial arts based education character For increase *life skills* athletes, in particular aspect discipline and religiosity. The methods used is *Research and Development* (R&D) with the ADDIE (Analysis, Design, Development, Implementation, Evaluation) development model. Subject study are 34 athletes teenager College Self Shield, selected in a way purposive of 62 athletes active. Model validation was carried out by two experts material and two practitioners use instrument Likert scale. Validation results show level very high eligibility with an average of 89%, covering suitability content, integration mark character, usefulness to *life skills*, and implementation in exercise. Implementation of the model produces improvement significant on the score discipline (+1.3) and religiosity (+1.3) based on observation before and after intervention. Findings This confirm that integration mark character to in exercise physique martial arts martial arts No only strengthen ability technical and tactical, but also form personality tough athlete in a way social and spiritual. This model recommended as alternative strategic in coaching sport based education holistic character.

Keywords: education character , pencak silat , *life skills* , ADDIE, training based mark

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INTRODUCTION

Character education is an important foundation in forming learners who are not only academically superior, but also have moral and spiritual integrity (Triatna, C., Permana, H. J., & Kesuma, 2019) emphasized that character education aims to develop individual abilities to behave well, live in harmony with others, and contribute to world prosperity, in line with divine values and leadership. This vision is reinforced by (Juliani¹ & Adolf Bastian², 2023) who stated that character education is the foundation of national development to create a society with noble morals based on Pancasila. However, its implementation still faces challenges, especially in building holistic **life skills**, such as discipline, empathy, and decision-making skills (Harun Cut Zahri, 2018).

Life skills, according to (Yabunaka et al., 2023), are skills that enable individuals to succeed in various life contexts, including cognitive, social, and emotional domains. These skills are divided into general (personal and social) and specific (academic and occupational) skills (Supriatna, 2006). Unfortunately, the education system often ignores this aspect, focusing solely on academic achievement so that many graduates are less prepared to face the dynamics of life (Sumantri, 2004).

In the context of **pencak silat**, this traditional Indonesian martial art not only teaches physical techniques, but also character values such as discipline, respect, and mental toughness (Kholis, 2016). However, observations at the Perisai Diri School revealed serious problems: athletes showed **life skills deficits**, such as indiscipline, lack of respect for coaches, and neglect of training rituals (e.g., initial prayer). This is contrary to the philosophy of pencak silat which emphasizes **noble character** (Hadiana et al., 2025).

Based on this gap, this study proposes **the development of a character education-based pencak silat training model** to improve athletes' life skills. This model is designed to

integrate character values (such as discipline, cooperation, and responsibility) into physical training, referring to the holistic approach of (Hadiana et al., 2025). The focus on **Perisai Diri** was chosen because of the lack of studies on the implementation of character education in silat schools, despite its great potential as a medium for character formation (Bakhtiar & Irawan, 2023).

RESEARCH METHODS

This study uses a *Research and Development* (R&D) approach with the ADDIE development model, which consists of five main stages: *Analysis*, *Design*, *Development*, *Implementation*, and *Evaluation*. This model was chosen because it is able to provide a systematic and flexible structure in developing an instructional product that is applicable and can be tested empirically. The ADDIE model used in this study refers to instructional development by Dick and Carey, but has been modified to be more relevant to the context of sports coaching, especially Perisai Diri pencak silat which is developed based on character education.

The first stage, *Analysis*, is carried out to identify the needs and problems in the Perisai Diri pencak silat training process, especially in relation to the development of life skills. The analysis process is carried out through direct observation of existing training patterns and in-depth interviews with coaches and silat athletes. This analysis is important to explore the root of the problem and determine the main needs that can be the basis for developing an appropriate training model (Nurhidayat & Hadiana, 2024).

The second stage, *Design*, focuses on designing a pencak silat training model that integrates elements of character education into the components of physical, technical, tactical, and mental training. In this stage, the researcher systematically structures the training by referring to the character to be formed, such as religiosity and discipline, as suggested by (Lickona, 2001) in the framework of character education. This design also refers

to general training patterns that have been proven effective in the context of coaching high-achieving sports, and is then modified to accommodate learning relevant character values.

At the *Development stage*, the designed training model is then validated by experts, consisting of two experts in pencak silat material and two experienced practitioners or trainers. Validation is carried out through an instrument in the form of a questionnaire with a Likert scale which is designed to measure the feasibility of the model from the aspects of content, systematics, usability, and integration of character values. Suggestions and input provided by the experts are then analyzed qualitatively to perfect the model design.

Implementation stage is the phase of applying the training model to the research subjects, namely 34 Perisai Diri silat athletes taken from a population of 62 active teenage athletes. Implementation is carried out in the context of regular training under the guidance of a trainer, by implementing all training components according to the model design. This stage aims to determine the effectiveness of the model in practice in real situations and to observe its impact on improving athletes' life skills.

The final stage is *Evaluation*, which aims to assess the effectiveness of the model in achieving learning objectives, especially in improving the life skills of silat athletes. Evaluation is carried out through two approaches: qualitative and quantitative. Qualitative analysis is carried out on the results of observations, interviews, and documentation with a descriptive approach, while quantitative analysis is carried out on the results of the questionnaire using descriptive statistics such as averages, percentages, and standard deviations. The model's feasibility score is calculated using a percentage formula, which is then categorized into five levels, namely very feasible, feasible, quite feasible, not feasible, and very not feasible.

Data collection instruments used in this study include observation, interviews,

documentation, and questionnaires. Observations were conducted to identify actual training conditions and athlete behavior that reflect aspects of life skills such as communication, cooperation, mental resilience, and decision making. Interviews were used to obtain in-depth information from coaches regarding the needs and challenges in coaching athletes. Documentation supports the collection of visual and administrative evidence, while questionnaires were used in the validation process of the model by experts. The Likert scale was used to assess the extent to which the developed model meets pedagogical and character criteria.

By using the ADDIE-based R&D approach, this research is expected to be able to produce a Perisai Diri pencak silat training model based on character education that is not only practically relevant, but also academically valid, and can contribute to the development of athletes' life skills within the framework of holistic and character-based physical education.

FINDINGS AND DISCUSSION

To facilitate understanding and reading, the research results are presented first, followed by the discussion section. The results subheading and the discussion subheading are presented separately. This section should be the largest section, at least 60% of the entire article content.

Findings

Training Model Validation Results

Validation process carried out by 2 experts material martial arts Silat and 2 practitioners (trainers). Assessment referring to the indicator : suitability content with objective training , integration education character , eligibility material For improve life skills, as well as implementation inner model practice field . Instrument use Likert scale (1–5).

Table 1 results of validation of training models by experts and practitioners

No	Rated aspect	Average	Score	Percentage	Categorization
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		maxi mum score	obtai ned		
1	Suitabilit y of content to the objective s of silat training	5	4.6	92%	Very wort hy
2	Integrati on of character educatio n values	5	4.5	90%	Very wort hy
3	The suitabilit y of training materials in improvin g life skills	5	4.4	88%	Very wort hy
4	Impleme ntation of the model in field practice	5	4.3	86%	Very wort hy
Average Total			4.45	89%	Very wort hy

Interpretation: The validation results indicate that the training model is considered very feasible for implementation, with an average overall score of 89%. This indicates that the developed model fulfills the pedagogical, technical, and character dimensions in a balanced manner. Observation Results of Athletes' Life Skills Before and After Model Implementation

Observation Results of Athlete Life Skills Before and after Model Implementation

Observation done For measure changes in athletes ' life skills before and after application of training models based education character. Observed aspects covering discipline and religiosity.

Table 2comparison of life skills scores (discipline, religious)

N o	Life skills indicat ors	Sco re bef ore (1- 5)	Sco re afte r (1- 5)	Improve ment	Effects categor y
1	Discipli ne in followi ng the training schedul e	3.2	4.5	+1.3	Signifi cant
2	Religio sity in maintai ning attitude s and intentio ns	3.2	4.4	+1.2	Signifi cant
Total averag e		3.1 5	4.4 5	+1.3	Signifi cant

Interpretation: All indicators showed an average increase of +1.3 points. This increase is categorized as significant, indicating that the character education-based training model is able to provide positive stimulus to the social skills *and* personal *skills* of Perisai Diri Pencak Silat athletes.

Discussion

Improvement significant throughout aspect *life skills* prove that integration education character to in the training program physique can be an effective strategy in form personality athletes. Discipline and religious values are instilled through every session exercises (warm-up, core exercises, closing) are able to form habit positive that persists outside context exercise.

Findings This in line with view (Lickona, 2001) that education character must be the core of the entire educational process , including in the field of sports . In the context

of Pencak Silat Perisai Diri, training that combines aspect technical and planting proven moral values capable foster a sense of responsibility responsibility, sportsmanship, and commitment to athletes .

In addition, there is improvement in ability take judgment and mental toughness demonstrated that this model No only hone motor skills, but also equips athlete with skills think critical and adaptive in situation complex. This is in accordance with definition *life skills* according to WHO (1999) as a set competence For adapt in a way effective in various situation life.

The role of the coach is very important as capable facilitator create climate exercise conducive and inspiring. As emphasized by Sukadiyanto and Yudiana (2011), the success of the training program No only influenced quality material, but also by ability coach in internalize values humanity in every session exercise.

In a way overall, training model based education characters developed in research This can recommended For implemented in a way widespread in the Perisai Diri Pencak Silat school , and has the potential adapted to the branch other sports for support formation superior athlete in a way technical and characterful strong .

CONCLUSION

Based on results research , can concluded that training model martial arts martial arts based education developed characters through approach *Research and Development* (R&D) with ADDIE framework has level High validity and effectiveness . Validation results by experts materials and practitioners show eligibility as big as **89%** with category *very feasible* . Implementation of this model proven capable increase skills athlete's *life skills* , especially in the aspect of discipline and religiosity , with an average increase of +1.3 points which is classified as significant .

Value integration character to in component exercise physical , technical , tactical and mental only enriches the learning process , but also forms profile balanced athlete between competence technical and moral integrity . In theoretical , findings This strengthen view that education character must become the main pillar in coaching sports . In general practical , this model can replicated on branches other sports as innovation education character based culture nation For form superior athlete in a way technical , social , and spiritual.

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