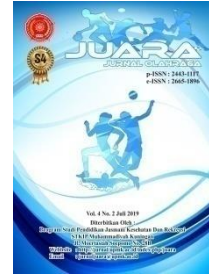




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Integration of Life Skills in the Putera Muhammadiyah Kuningan Pencak Silat Training

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Abstract

This study aims to develop a model of Pencak silat tapak Suci practice by integrating life skills. The research method used is research and development of the ADDIE model, which consists of 5 stages, namely (1) analysis, (2) design, (3) development, (4) implementation, (5) and evaluation. The sample used was 96 people who were fostered by the pencak silat Tapak Suci branch of STKIP Muhammadiyah Kuningan. The results showed that this training model was valid, practical, and effective. Validity: expert judgment for the material score of 3.98 and expert judgment of the Pencak silat training model resulted in an average score of 3.94, both in the good category. Practical: the average response to the first-class questionnaire was 3.71 (good), the average response to the small group trial questionnaire was 3.84 (good), and the average response to the field trial questionnaire was 3.98 (good). Effectiveness: n-gain test value 0.59 (medium). It can be concluded that the Tapak Suci Pencak silat training model by integrating life skills can be used.

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INTRODUCTION

Over the past decade, sports psychology researchers have worked hard to understand better how sport can be structured to promote positive youth development (Holt, 2016). In practical terms, positive youth development (PYD) is often conceptualized as an implication of learning life skills, defined as

"the internal personal assets, characteristics, and skills such as goal setting, emotional control, self-esteem, and a hard work ethic that can be facilitated or developed in sport. And transferred for use in life" (Gould & Carson, 2008).

The assumption inherent in this definition is that skills learned in sports are transformed into life skills. Numerous

literature (Gould & Carson, 2008; Holt, 2016) have documented various life skills that can be learned through sport participation, including goal setting, teamwork, leadership, communication, time management, and emotional control. Indeed, previous research has revealed that life skills learning can occur implicitly in sports programs focused on teaching sport-specific skills (Chinkov & Holt, 2016; Chinkov & Holt, 2016). However, recent research by Bean & Forneris (2016) suggests that structured exercise programs designed to teach life skills may be better suited to promote positive youth development outcomes when compared to unintentional exercise programs.

To maximize the developmental benefits of youth sports participation, various sports-based programs that deliberately target the teaching of life skills have been developed by researchers. Examples of such programs include sports united to promote education and recreation, play it smart, and the first tee. In general, evaluation studies support the effectiveness of these programs in developing life skills that prepare young people to function as productive members of their communities (Brunelle, Danish, & Forneris, 2007; Petitpas et al., 2004; Weiss, Stuntz, Bhalla) successfully. , Bolter & Price, 2013).

Through regular exercise and other activities, the physical health benefits of a person have received a large amount of research interest and are now well understood. However, it has also been recognized that exercise can contribute to public health beyond

the physical (Bingham et al. 2014; Curran et al. 2014; Parnell et al. 2015). For example, 'explicit' theories such as the human capital model use available scientific evidence to make claims that outcomes associated with exercise and physical activity are not confined to the material but extend into the domains of social, psychological, and intellectual learning (Bailey et al. 2012, 2013). A further claimed the non-physical outcome of participation in sports and physical activity is developing one's life skills.

Petitpas et al. (2005) claim that exercise can provide a basis for adolescents to learn about themselves and acquire skills that will be helpful later in life. This view is shared by others who argue that sport can challenge and motivate people in ways not found in other life pursuits, such as school and work (Hansen, Larson, & Dworkin, 2003). Jones & Lavallee (2009) found that adolescent athletes perceive interpersonal skills (e.g., social skills, respect, and leadership) and personal skills (e.g., discipline, independence, and goal setting) as essential skills needed to succeed in life.

The scientific development of sports-related to development through sports globally is an opportunity to develop Indonesian sports that can be introduced at the international level. One of the cultural heritage sports of the archipelago is Pencak silat. Pencak silat is a traditional Indonesian contest related to martial techniques such as other Asian countries, Chinese "shadowboxing" (Kung Fu, Shao Lin, Tai Chi Chuan, and Wu Shu), Judo, Karate, Hapkido and Aikido from Japan, Arnis

and Sikaran from the Philippines (Celia Bocobo Olivar, 1972; Gordon B. Olivar, 1978). Pencak silat in Indonesia was initially used as a fighting technique during the royal era to fight for the throne and power.

Some historians attribute its origins to 13th century Buddhism, and other evidence was the Malay warrior Hang Tuah in the 14th century. In villages across the archipelago to Papua, about 60 different styles can be found (Eichberg, 1983). Pencak silat is characterized by aesthetic elements such as dance, including the accompaniment of drums and gongs. For this reason, it has traditionally been included in the complex of dance, music, and theater called art, and nowadays, Pencak silat is part of the sport (Eichberg, 1983).

Pencak silat was developed in a sequence of movements that can be described as theater, ceremonial, and folk performances. The basic norms that must be embedded in the implementation of Pencak silat are good manners and ethics. Silat has the meaning of a perfect self-defense movement rooted in pure spirituality, for personal safety or mutual safety, to prevent oneself/humans from calamities or disasters (robbers, disease, sorcery, and everything evil or detrimental society). Pencak silat continues to be preserved and developed as a means for education because it is believed to contain noble educational values as stated in the Pencak silat philosophy, namely the philosophy of noble character (Mulyana, 2013).

Tapak Suci Putera Muhammadiyah is one of the Pencak silat colleges that are members of the Indonesian Pencak Silat Association, abbreviated as IPSI. Apart from being part of IPSI, Tapak Suci is an autonomous organization of Persyarikatan Muhammadiyah, based on the Islamic creed and always teaches Islamic teachings by heeding its laws and carrying out worship. While learning to recognize and memorize the Tapak Suci movements or moves, the cadres are also trained on strengthening aqidah, morality (morality) in relationships, mental resilience, and leadership (leadership). In every training and education, the planting of Islamic teachings does not seem directly felt by the cadres. All processes of Islamic teaching indoctrination are carried out covertly. Because the education carried out by Tapak Suci always emphasizes the aspect of learning Islam while playing/practicing moves (Dody Rudianto & Heri Akhmadi, 2011).

The age level in Pencak silat tapak Suci practice is classified into three classes, namely; 1) pre-adolescent 10-13 years, adolescents 13-17 years, and adults 17-35 years. The organizational structure starts from the unit to the central leadership. In the sacred site, apart from teaching self-defense techniques, cadres are also formed periodically and learn how to manage the organization. The hallmark of the Pencak Silat College of Tapak Suci is that it integrates Islamic teachings based on the Quran and Sunnah in all activities.

The development of Pencak silat Tapak Suci currently has various championships ranging from regional titles, which are held once a year, regional championships held every two years, national championships held every two years, and open championships, which are followed by five titles a year. The championship category consists of 'match' and art.' Seeing the current developments in the Tapak Suci Pencak silat training focus, there is a paradigm shift towards how athletes can excel in the various championships that are followed.

In the process of training for the Pencak silat tapak Suci, it seems that the attitude of the fostered athletes is not very good, such as lack of discipline in doing exercises, showing less respect for peers so that it is feared that it will have a lousy personality as well. Another problem seems to be the absence of a Pencak silat training model that integrates value education such as life skills programmatically.

Based on the literature study and the problems presented, a model of Pencak silat training is needed by global issues in the development of world sports as a concern of the United Nations and has been widely practiced in developed countries in the world in the Millennium Development Goal's/MDG's program (2000-2015). and Sustainable Development Goal's/SDG's with the issue of Sport for Development and Peace/SDP (2015-2030), making the sport an instrument in the context of development (development through sport) (Ma'mun, 2020).

Referring to the rationale of the research results of experts and some theoretical support, we developed a model of Pencak silat tapak Suci by integrating the values of life skills into a structured training program. There seems to be no other research that has examined how the value of life skills is integrated implemented in Pencak silat training.

This research aims to develop a model for the Pencak silat tapak Suci training that integrates the values of life skills programmatically, then test the effectiveness of the model whether it has a significant impact on the life skills of the Pencak silat fostered athletes of Putera Muhammadiyah Kuningan.

METHODS

The method used in this research is Research and Development (Robert Maribe Branch, 2009), which is known as ADDIE, which involves the stages of model development with five steps/development phases including Analysis, Design, Development, Implementation, and Evaluations). The final result of this research will produce a model of Pencak silat tapak Suci training by integrating the values of life skills (life skills). The research and development method is the method used to produce a particular model and test the model's effectiveness.

The Tapak Suci Pencak silat training, held in Kuningan Regency, involved 1988 fostered athletes who were 36 branches. The research sample was 96 people taken from the

STKIP Muhammadiyah Kuningan branch with the permission and consideration of the Tapak Suci Board of Trustees, Kuningan Regency. The sampling technique used purposive sampling (Ali Maksum, 2012).

Data collection techniques used are observation and interviews. The instruments used include a material expert questionnaire, a practitioner expert questionnaire (a licensed Pencak silat trainer) as a model validation test, a respondent questionnaire (athletes fostered by the Pencak silat tapak Suci branch), STKIP Muhammadiyah Kuningan) as a test of the effectiveness of the model. Then the data obtained were analyzed descriptively.

Material experts and expert practitioners aim to review the Pencak silat training model's

design and consider model revisions and model validation. The material expert questionnaire was used to measure the validity of sports theory related to life skills. Aspects of the assessment used by the questionnaire materials include the quality of the content and objectives, the quality of the training, and the design of the training program. The expert practitioner questionnaire was used to measure the validity of the developed Pencak silat training model. To calculate the model's truth is the quality of the content and objectives, the quality of the training, the usefulness of the exercise.

Expert validation is carried out using criteria, as shown in Table 1. As follows:

Table 1. Model Validation Criteria

Interval	Criteria
$1.00 \leq x < 2.00$	Invalid
$2.00 \leq x < 3.00$	Less Valid
$3.00 \leq x < 4.00$	Valid
$4.00 \leq x < 5.00$	Very Valid

The respondent's questionnaire is an assessment instrument used to measure the effectiveness of the developed training model. This assessment aims to review the accuracy of the content of the Pencak silat training model. The respondent's questionnaire was given to the Pencak silat athlete in the branch of STKIP Muhammadiyah Kuningan. The aspects used to compose the questionnaire are indicators of life skills consisting of intrapersonal life skills (emotional control, goal setting, problem-solving and decision

making) and interpersonal life skills (leadership and respect).

The research procedure consists of stages of analysis, including (1) curriculum analysis, (2) athlete characteristic analysis, (3) problem analysis, and (3) needs analysis. The design stage is to make a conceptual model design that will be developed, namely the Tapak Suci Pencak silat training model that integrates the values of life skills. Furthermore, at the development stage, a model is designed so that a training model is obtained in the form of a prototype model

framework validated first by material experts and practitioners. The implementation stage is a small group trial using ten subjects and revising the model according to the analysis results in the small group trial. The medium group trial used 30 subjects and changed the model according to the analysis results in the medium group trial. The large group trial consisted of 96 subjects assisted by STKIPM athletes and revised the model according to the analysis results in the large group trial. The last stage is an evaluation to measure the achievement of development goals by testing the model's effectiveness consisting of an initial test and a final test.

The validation analysis of the training model was obtained using a Likert scale of 1-5, and the assessment used the ideal mean formula. The n-gain test is an instrument used to measure the effectiveness of the developed training model consisting of a pre-test and a post-test. The data obtained from developing the Pencak silat training model have been determined, which will be analyzed descriptively.

FINDINGS AND DISCUSSION

Findings

A Pencak silat training model (tapak Suci) is developed by integrating life skills for athletes who are fostered at the STKIP Muhammadiyah Kuningan branch. The development process is carried out in stages and produces a training model that material experts have validated, training model experts, limited trials, field trials, and model

effectiveness tests. These processes are intended to obtain model quality data in terms of validity and effectiveness or further refinement to achieve a training model that is appropriate, quality, and useful for its users. After the training model process is completed, it is reviewed by experts who will assess the validity of the training model (i.e., material experts and Pencak silat training model experts). Each expert filled out a validation questionnaire that had been prepared based on predetermined aspects. This study uses the ADDIE Development Model (Robert Maribe Branch, 2009). The steps that have been carried out are as follows:

1. Analysis Stage

The needs analysis was traced using in-depth interviews with three informants, namely the administrators/leaders of the local Pencak silat Tapak Suci Kuningan Regency, coaches, and fostered athletes. Based on the analysis of in-depth interviews about implementing the training, which 96 fostered athletes attended, it was obtained results about the importance of developing a Pencak silat training model in Tapak Suci by integrating life skills values. The primary reason for creating a training model is the need for sports coaching patterns to adapt to global issues of world development initiated by the United Nations, namely the Millennium Development Goals (MDG's) from 2000 – 2015 followed by the Sustainable Development Goal's (MDG's) program from 2015 – 2030 with the issue of Sport for Development and Peace (SDP). The

current orientation of the development of the sport of Pencak silat carried out by the STKIP Muhammadiyah Kuningan branch is more focused on mere achievements. The coaching carried out on athletes from the basic level to level four focuses more on achieving medals. The treasures of development through sports have been mandated through the Law on the National Sports System article 26 paragraph 3, which states that the guidance and development of traditional sports are carried out by exploring, developing, preserving, and utilizing conventional sports that exist in the community.

Based on a comprehensive literature study, the researcher can develop a Pencak silat tapak Suci training model by integrating the values of life skills implemented in each training session. The inherent assumption is that the skills learned in sports are transformed into life skills (Holt, 2016). A structured sports program intentionally designed for children/athletes having positive life skills in youth development has a more significant impact when compared to an unintentionally created sports program (Bean & Forneris, 2016).

2. Design Stage

In the design phase, the researcher designed a Pencak silat tapak Suci training model by compiling training materials, training schedules, and time allocation in each session starting from the basic level, level one, level two, level three, and level four. Materials in the training program from five levels

include organization, Al-Islam, basic techniques, and evaluation. The model design designed by the researcher develops life skills values in the training program, which consists of intrapersonal life skills (emotional control, goal setting, problem-solving and decision making) and interpersonal life skills (leadership and respect). In this design stage, the researcher also compiled an instrument in the form of a questionnaire for validators of material experts and experts in the model of Pencak silat training and collected a grid of indicators to test the model's effectiveness at the evaluation stage to respondents.

3. Development Stage

a. Preparation of training materials

The stages of preparing training materials are applying the values of life skills in the previously designed training program. The development of the Tapak Suci Pencak silat training material in this study consists of; 1) organization (meaning the organization/tradition of the sacred footprint, aspects of self-defense, and the sacred footprint as a self-defense organization), 2) Al Islam (aqidah and akhlaq), 3) physical education (12 basic moves, practical techniques, physical and mental development), 4) life skills (intrapersonal: emotional control, goal setting, problem-solving and decision making, interpersonal: leadership and respect), 5) evaluation (level promotion test).

b. Expert validation

1) Material expert validation

The design of the prototype of the Pencak silat training model needs to be tested before it is implemented. The results of the

material expert validation can be presented in table 1 below:

Table 1. The result of material experts

Aspect	Average Value	Criteria
Quality of content and purpose	4	Good
Training quality	3,94	Good
Training model design	4	Good
Average	3,98	Good
Validity	3,98	Valid

Based on table 1, it can be explained that the assessment carried out by material experts on indicators of content quality and objectives using a Likert scale of 1-5 obtained a score of 4, the quality of the exercise received a score of 3.94, and the design of the

training model got a score of 4 with an average score of 3 .98 so that the material expert's assessment is declared valid. Furthermore, the data adopted from the experts on the Pencak silat training model are presented in Table 2.

Table 2. The result of model expert

Aspect	Average Value	Criteria
Usefulness of training	4	Good
Quality of content and purpose	4	Good
Training quality	3,82	Good
Average	3,94	Good
Validity	3,94	Valid

Based on table 2, it can be explained that the assessment carried out by the experts of the Pencak silat training model on the indicators of the usefulness of the exercise obtained a score of 4, the quality of content and objectives received a score of 4, and the quality of the exercise got a score of 3.94, with an average score of 3.94 for expert judgment the Pencak silat training model is declared valid.

implementation phase contains elements of formative evaluation in the form of one-on-one assessment, small group evaluation, and field trials (Rusdi, 2018). Classes were evaluated one by one to see the effectiveness of the training tools developed using a questionnaire response of 5 athletes. The athlete response questionnaire aims to determine whether the developed training model can be used properly. Table 3 is the result of the one-on-one evaluation class response questionnaire.

4. Implementation Phase

After the model was revised and valid for use, it was then tested on 62 people assisted by the Pencak silat Tapak Suci Putera of STKIP Muhammadiyah Kuningan. The

Table 3. Questionnaire responses for first-class athletes

Aspect	Average Value	Criteria
Usefulness of training	3,74	Good
Quality of content and purpose	3,68	Good
Training quality	3,72	Good
Impact training	3,72	Good
Average	3,71	Good

Based on table 3, it can be explained that the assessment made by athletes on the aspect of the usefulness of the exercise obtained a score of 3.74, the quality of content and objectives accepted a score of 3.68, the quality of the exercise received a score of 3.72, and the impact of the exercise got a score

of 3.72 with an average the average of all aspects is 3.71.

The small group trial athlete response questionnaire aims to determine the development of a training model that can be used properly. Table 4 is the result of the athlete's response questionnaire from the small group trial.

Table 4. Responses to the small group trial athlete's questionnaire

Aspect	Average Value	Criteria
Usefulness of training	3,82	Good
Quality of content and purpose	3,84	Good
Training quality	3,84	Good
Impact training	3,86	Good
Average	3,84	Good

Based on table 4, it can be explained that the assessment carried out by 20 athletes in the small group trial of the usefulness aspect of the exercise obtained a score of 3.82, the quality of content and objectives got a score of 3.84, the quality of the exercise received a

score of 3.84, and the impact of the exercise was obtained. The score is 3.86, with the average of all aspects is 3.84. Furthermore, the last stage in the implementation is a field trial. Table 5 is the result of the athlete's response questionnaire from the field trial.

Table 5. Responses to the field test athlete's questionnaire

Aspect	Average Value	Criteria
Usefulness of training	4	Good
Quality of content and purpose	4	Good
Training quality	3,92	Good
Impact training	4	Good
Average	3,98	Good

Based on table 5, it can be explained that the assessment carried out by all participants (athletes) with a total of 96 people on the aspect of the usefulness of the exercise

obtained a score of 4, the quality of content and objectives accepted a score of 4, the quality of the exercise received a score of 3.92. The impact of exercise obtained a score

of 4. The average of all aspects is 3.98. Thus, the athlete's response from the field trial questionnaire of the Pencak silat training development model by integrating life skills is good.

5. Evaluation Stage

The evaluation stage is to test the

Table 6. Pretest and posttest results

	Pretest	Posttest	N-Gain	Criteria
Training Design	68,6	72,4	0,59	Medium

Based on the analysis of data processing in table 6, it can be seen that the average value of the pretest is 68.6, while the average value of the post-test is 72.4. The N-gain value is 0.59 with moderate criteria. Therefore, there was a significant increase in the effectiveness of using the Pencak silat training model seen from the pretest and post-test results.

Discussion

Based on the analysis of the criteria for validity, practicality, and effectiveness described, this research has produced a new model, namely the Tapak Suci Pencak silat training model, that integrates life skills values. The training models resulting from this research are 1) organizational (definition of the organization/tradition of the sacred footprints, aspects of self-defense, and the sacred footprints as self-defense organizations), 2) Al Islam (aqidah and akhlaq), 3) physical education (12 moves) basic, practical techniques, physical and mental development), 4) life skills (intrapersonal: emotional control, goal setting,

model's effectiveness of pretest and posttest or before and after using the Tapak Suci Pencak silat training model that integrates life skills. The test was given to 96 athletes to know the improvement of training results from model development. The results of the pretest and posttest are presented in table 6 as follows.

problem-solving and decision making, interpersonal: leadership and respect), 5) evaluation (level promotion test). When properly structured and delivered, youth sports programs have been positioned as appropriate contexts for life skills development (Gould & Carson, 2008; Petitpas, Cornelius, Van Raalte, & Jones, 2005). Life skills are very diverse and can include behavioral, cognitive, interpersonal, and intrapersonal skills (e.g., personality, honesty, persistence; Danish et al., 2005). The transfer concept represents an intermediate process between internalizing the learned/perfected life skills in sport and then generalizing these life skills by applying them to life (Pierce, Gould, & Camiré, 2017).

Turnnidge, Côté, & Hancock (2014) discuss two approaches to life skills training: implicit and explicit. The implicit approach refers to sports programs that focus on developing sport-specific skills without any particular deliberate attention to developing or transferring life skills (Turnnidge et al., 2014). Previous research has shown how athletes can still develop and share life skills, even when

their coaches use an implicit approach (Jones & Lavallee, 2009). Athletes can have positive experiences based on the inherent features (e.g., a healthy competitive environment) and social dimensions (e.g., positive coach-athlete relationships) of sport, which together can implicitly promote desired developmental outcomes (Chinkov & Holt, 2016). Thus, the implicit approach does not hinder life skills development (Nicholas L. Holt et al., 2008), although this approach is not explicitly programmed because the coach does not focus on efforts to develop the athlete's life skills.

In contrast, the coach's straightforward approach programmatically provides athletes with an environment in which life skills development is purposefully targeted (Turnnidge et al., 2014). Building on implicit processes (e.g., developing a trustworthy coach-athlete relationship), sports skills are taught alongside life skills in an integrated manner (Bean & Forneris, 2016; Camiré, Trudel, & Forneris, 2012). Explicit life skills strategies include holding discussions focused on life skills, providing leadership opportunities for athletes, and using imagery to visualize themselves transferring life skills (Camiré et al., 2012; Allen et al., 2015; Jacobs & Wright, 2018). Researchers have advocated a straightforward approach because clear guidance and feedback from trainers are critical for successful life skills internalization and generalization (Allen et al., 2015; Hodge et al., 2013; Pierce et al., 2018). Recent empirical findings (e.g., Bean & Forneris, 2016) and theoretical work (e.g., Holt et al.,

2017) support the use of an explicit approach, suggesting that youth sports programs are intentionally (explicitly) structured to promote positive youth development. And life skills are more suitable for enhancing the athlete's self-development than unintentional (implicit) structured programs.

CONCLUSION

The development of the Tapak Suci Pencak silat training model by integrating life skills in this study uses the ADDIE model, which consists of five steps, namely analysis design, development, implementation, and evaluation. The training model to be used must meet three indicators, including; (1) validity of material experts and valid Pencak silat training models, (2) practicality; the athlete's response stated that the training model resulted in good criteria development, (3) effectiveness; The results of the pretest and posttest test showed that the training model had increased, meaning that athletes and coaches could use the Pencak silat training model by integrating life skills as a guide for training programs in the context of personality development.

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