



## **The Effect of Using Pencak Silat Front Kick Precision Modifications on The Level of Confidence in SMP Negeri 2 Surabaya**

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### **ABSTRACT**

Pencak silat is a subject that is rarely carried out in schools, because of the lack of educators who know about pencak silat and pencak silat is a sport that is quite dangerous so if it is carried out in schools there must be strict guard against students and interesting innovations in implementation of pencak silat learning. This study aims to determine the influence and how much influence the use of modified pencak silat front kick accuracy aids on students' confidence levels. This study used a quantitative descriptive approach with *the PreExperimental method, Design One Group Pretest-posttest*. The instrument used in the study was the Self-Confidence Questionnaire consisting of 40 indicators. This research was conducted in class VII-J which amounted to 30 students. The results of an increase in the Self-Confidence Questionnaire by 74.43% in the high category. The conclusion of the influence of student confidence in pencak silat learning using modifications to the pencak silat front kick determination tool can be seen from the results of the pre-posttest with calculation results of an increase after the provision of pencak silat learning using front kick aids with the results of an increase in *self-confidence* questionnaire of 67.00.

**Keywords:** *Self-Confidence, Martial Arts, Tool Modification*

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### **INTRODUCTION**

Health Sports Physical Education (PJOK) is a teaching and learning process through physical activities whose activities can improve basic movement skills, where the basic movements are locomotor motion, non-locomotor motion and manipulative motion (Arifin, Roisatul, Muzakki, et al., 2022). The focus of PJOK is high knowledge and arrangement related to fitness that has to do with health, products and physical activity habits through a healthy lifestyle, usually the direction for health (Corbin, 2021). Knowledge and behavior of healthy, active living, sportsmanship and mental and emotional intelligence are also included in the

learning process of physical education sports health. The objectives of physical education include developing individuals as a whole such as motor aspects (gross motor and fine motor), cognitive abilities, reasoning abilities, mental, spiritual, emotional, and health, besides that physical activity in PJOK can also be explained about how to run a healthy lifestyle in daily life (Imawati & Maulana, 2021). Motor skills possessed by students in PJOK learning aim to train gross and fine movements, which to improve these abilities it is necessary to coordinate body movements that are adjusted to the understanding of learning obtained from competencies, skills and attitudes to bring better changes (FAJAR, 2017). Students whose material development stands out and are able to master the material are students who have high self-confidence, because lack of confidence in students can inhibit the activities they will undergo such as easily anxious, lack of self-confidence, tend to avoid and always hesitate every time they do something (Fiorentika, Santoso, & Simon, 2016).

Self-confidence is an aspect of personality that an individual has as a whole that has a good or bad impact on each individual in daily life. Good or bad actions such as feeling able to achieve various goals in life or feeling anxious and insecure in living life and achieving certain goals (Tanjung & Amelia, 2017). Confident has a positive concept, by understanding themselves students can develop their potential. This positive concept in self-confidence has characteristics that include, confident in one's own abilities, not ashamed when getting praise, able to overcome existing problems and having a sense of ability to develop themselves by trying to change bad personalities for the better (Hidayati & Savira, 2021). The factor that someone lacks confidence is ever getting a behavior or role model that negative such as not getting support from family or closest people, closing themselves, tend to avoid communication with anyone and always withdraw from the surrounding environment (Fitri, Zola, & Ifdil, 2018). This can happen during the learning process.

The teaching and learning process is a process that involves communication relationships between students and teachers or vice versa. This communication is expected by students to get an understanding of what they want to know in the teaching and learning process, the transfer of knowledge carried out by teachers aims to deliver material well (Ketaren, Kanca, & Parta Lesmana, 2021). The learning process that must be undertaken by students and educators must understand the concepts that will be explained to achieve good and interesting learning goals because the learning process is a direct interaction between the components of students and

educators. There are several reasons why pencak silat is rarely carried out in practice in learning including the ability of teachers who lack mastery of pencak silat, limited sources of books that explain pencak silat, pencak silat learning has a high risk of injury which causes teachers to fear if pencak silat learning is carried out so as to create low learning outcomes in sports learning materials that are outside the teacher's specialization. One of the learning materials that is rarely delivered is the pencak silat learning material.

Pencak silat is a material that is rarely practiced in schools. Pencak silat is a martial art that originated from Indonesia whose knowledge was passed down from ancestors. Pencak means basic martial arts movements that have a benchmark that cannot be eliminated, while silat means martial movements that are complete and spiritually originated. Pencak silat martial arts aims to develop aspects of cultural love by demonstrating harmonious and interesting arts or moves. Martial arts in sports is a combination of physical activity and art to protect oneself and exercise the mind. In general, pencak silat is a design created to survive in situations of danger or threaten the safety of someone with self-defense abilities, such as fending off attacks and attacking enemies using weapons or unarmed (Hariyanti, Astra, & Suwiwa, 2019). Likewise with schools that should implement pencak silat learning which aims to equip students in dealing with dangerous situations. Pencak silat learning is rarely carried out practically in most schools, because of the lack of educator knowledge about pencak silat and there is no educator coaching related to pencak silat learning that is safe to teach to students and interesting pencak silat learning can make students prefer pencak silat by utilizing existing facilities, infrastructure and modifying it (Suwirman, Yaslindo, Edwarsyah, et al., 2020).

Based on the Big Dictionary Indonesian tools can be interpreted as "equipment" and aids are "helpers", so aids in the teaching and learning process aim to improve learning outcomes. The main tool that was modified was a pole commonly used for high jump learning materials. The tool is modified in such a way by researchers to create an interesting and not boring pencak silat learning.

With the learning of pencak silat at school can build the character of students in terms of mental, spiritual and spiritual. Pencak silat can also reduce the moral crisis that plagues adolescents today (Harahap, adek & Sinulingga, 2021). Especially for students who have just entered the First 13 (SMP) learning environment. Pencak silat learning given to junior high school students can help train students in regulating their unstable emotions. Pencak silat sports science is a little

different from other sports science learning, because pencak silat requires sufficient knowledge to be able to maintain its safety. Pencak silat learning must be carried out with the right procedures and good design and methods are needed to achieve safe learning to be taught to students. To achieve good and safe learning, there are several factors that affect the success, including using tools in the hope that students are more happy, focused, confident and challenged on the learning that has been given by the teacher.

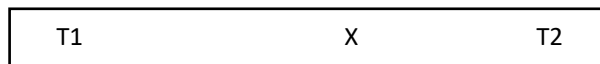
Therefore, the importance of this research is to add insight into pencak silat for both students and teachers, because without us realizing it, pencak silat learning which is rarely carried out practically in schools makes knowledge about pencak silat fairly low (Harahap, adek & Sinulingga, 2021). By giving it a modification of tools to students to make the right kick in learning pencak silat makes it easier for students to carry out pencak silat front kick learning with no hesitation and minimizes mistakes made when kicking.

Kicks that are done with doubt and lack of confidence make students make mistakes when carrying out basic kick movement skills which result in pain in the legs that do kicks, eventually impacting not wanting to do again because of pain, not wanting to kick again because of embarrassment with friends who can already. Based on the explanation above, researchers are interested in making a study entitled *The Effect of Modification of Pencak Silat Front Kick Accuracy Aids on Student Self-Confidence Levels*,

## **METHOD**

This study used a quantitative descriptive approach. In this quantitative approach is characterized by testing theories or hypotheses using standard test instruments. The type of research used in this study is a type of experimental research, where this research will be carried out strictly to determine cause and effect between variables. In this experimental research has a main characteristic, including the *treatment* or treatment given to the object or subject of research (Maksum, 2018).

The design used in this study is *Pre Experimental Design* which in this study uses one group, namely the experimental group alone does not use a control group. The placement of subjects in these two groups was carried out *randomly* (Maksum, 2018).



**Figure 1.** One Group Pretest-Posttest Design

Information:

T1 : *Pre-Test*

X : *Treatment*

T2 : *Post-Test* (final test)

The population in this study is grade VII students of SMPN 2 Surabaya. There are 10 classes of grade VII students at SMPN 2 Surabaya, namely class VII-A to class VII-J with a total of 328 students, of which there are 147 male students and 181 female students. This sampling technique uses the *Cluster Random Sampling* technique, where the *random sampling cluster* selected is a group of non-individuals from the population by writing class VII-A to VII-J on paper and entering it in the box, then drawing is done by taking one of the papers in the box randomly, the name of the class that comes out first is the sample to be used as a sample research (Maksum, 2018). After being drawn, this study used class VII-J samples.

In this study, using a confidence questionnaire that has been tested by two validators according to their areas of expertise, then a pre-test-post test was carried out with treatment of front kick accuracy aids using a modification of tools, namely in the form of chairs and *pacing pads* with front kick target accuracy, has been analyzed by the journal Putro, Anwar, & Istiyono (2023) A front kick that starts with bending the knee produces a knee flexion angle of 78:0, further straightened resulting in a knee extension angle of 179:0.

In filling out this Self-Confidence Questionnaire will use the Likert scale technique with a score of 1 to 4. The answer to each item will be formed using the Likert scale technique from positive to negative with the following numbers:

**Table 1.** Likert Scale Positive and Negative Statement Questionnaire Value

Revelation		Value	
		Positive	Negative
Totally Agree	(SS)	4	1
Agree	(S)	3	2
Disagree	(TS)	2	3
Strongly Disagree	(STS)	1	4

Meanwhile, to measure the front kick, using to assess the accuracy of the basic motion of the front kick was adopted from Ginanjar & Ramadhan (2021) research which has been tested for

validity and reliability and there are also certain value criteria that have been set in each indicator. This front kick determination assessment is a moderator data used for the author to find out whether this front kick aid modification affects students' confidence levels.

Data analysis or data processing is an important step in research. The merged data will be meaningless if it is not processed. A conclusion can be drawn from the results of the data processing. All collected data is then analyzed and processed using the SPSS program. Descriptive statistics include: Mean and Standard Deviation (SD). Inferential statistics include: normality test, paired sample test and improvement of pre-test and post-test results using the n-Gain formula as follows:

$$G = \frac{M_{posttest} - M_{pretest}}{M_{ideal} - M_{pretest}} \%$$

Information :

G : large increase in pretest scores against *posttest*

$M_{posttest}$  : Mean (average) *posttest* score

$M_{pretest}$  : Mean (average) *pretest* scores

$M_{ideal}$  : ideal value / maximum value that can be obtained.

Based on the calculation results using the formula above, the value of n-Gain can be classified based on table 2 as follows:

**Table 2.** Clarification of *Pretest* Improvement Value to *Posttest*

No	Range of Upgrade Values	Information
1.	Below 30.0%	Low
2.	30,0%-69,9%	Keep
3.	70.0% and above	Tall

## RESULTS AND DISCUSSION

Data on the effect of using modified tools on pencak silat front kicks on the level of self-confidence and learning outcomes of SMPN 2 Surabaya students was processed using manual calculations through the *Microsoft Office Excel 2013* computer program and using the *Statistical Package for the Social Science (SPSS) 26*. The research data was processed based on respondents' answers to questions contained in the questionnaire about the self-confidence of SMPN 2 Surabaya

students with the application of modification of tools on the front kick of pencak silat. The number of samples in this study was 30 participants.

**Table 3.** Description of Student Confidence Questionnaire Results

<b>Self-Confidence Questionnaire</b>			
	<b>Pre</b>	<b>Post</b>	<b>Increased</b>
Sum	2100	4110	2010
	70,00	137,00	67,00
SD	3,238	6,325	3,087

From Table 3 it can be explained that the description of the number of Self-Confidence Questionnaires before treatment amounted to 2100 and Self-Confidence Questionnaires after treatment amounted to 4110, with an increase of 2010. The average description of the Confidence Questionnaire before being given a treatment was 70.00 and the Confidence Questionnaire after being given a treatment was 137.00, with an increase of 67.00. The standard deviation description of the Confidence Questionnaire before treatment was 3.238 and the Confidence Questionnaire after treatment was 6.325, with an increase of 3.087.

**Table 4.** Data Normality Test Learner Confidence Analysis

Test	N	Statistics	Significance	Information
Pre	30	0,102	0,271	Usual
Post	30	0,104	0,780	Usual

Based on table 2, the results of pre-test and post-test analysis of the *Shapiro-Wilk Self-Test Self-Confidence Questionnaire p-value pre-test 0.271 and post-test 0.780*. In the normality test, the provision applies that if the *p-value* is greater than 0.05, the data is declared normally distributed (Maksum, 2018). This means that in the normality test using *Shapiro-Wilk* it is declared normal because the *p-value* is greater than 0.05 so that statistical analysis can be continued parametrically using the Similar T-Sample Test with the help of SPSS, to find out whether there is an effect of using modified tools on the front kick of pencak silat on the confidence level of SMPN 2 Surabaya students.

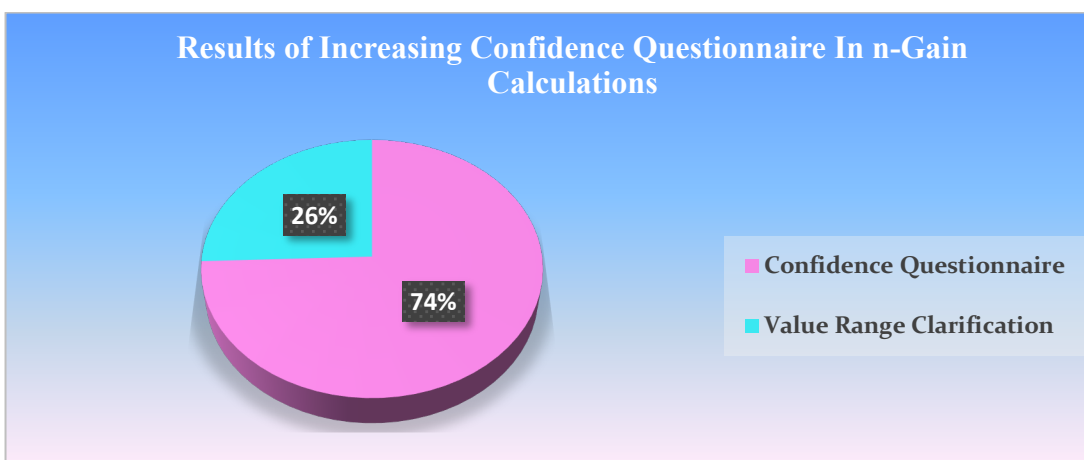
**Table 5.** Similar Sample T-Test

Test	Mean	SD	Minimum Value Difference	Maximum Value Difference	T	Significance	Information
Pre	1.26127	6.90827	69.57959	64.42041	53.121	0,000	H1

Based on table 5, it can be seen that the results of statistical analysis of T-Test of similar samples through SPSS calculations for students before and after the use of modification of tools on the accuracy of pencak silat front kicks on the level of confidence of students at SMPN 2 Surabaya have the same significance value, which is ,00. If the significance value of the t test < 0.05 then Ha is accepted. This means that there is an influence between the independent variable and the dependent variable, so it can be concluded that there is an influence on the use of modified tools on the front kick of pencak silat on the level of confidence of SMPN 2 Surabaya students.

**Table 6.** Increased Value of Pretest-post test Results in n-Gain calculation

	Score n-Gain (%)	Description of Results
Self-Confidence Questionnaire	74,43	>70% High



**Figure 3.** Increased Self-Confidence

In figure 3, it can be explained that class VII-J students at SMP Negeri 2 Surabaya experienced an increase after being given pencak silat learning using front kick aids with assessment results obtained through a confidence questionnaire of 70.00 for Pre and 137.00 for

Post, with an increase of 67.00. It is evident from the Self-Confidence Questionnaire that has been filled in by students, after the implementation of pencak silat learning using modifications to the accuracy of the pencak silat front kick accuracy, students become more confident when carrying out pencak silat learning also not ashamed to ask teachers or peers to achieve the right front kick on target.

## **CONCLUSION**

Based on the results of research on the effect of using modified tools on pencak silat front kicks on the level of self-confidence and learning outcomes of SMPN 2 Surabaya students, researchers can conclude that there is a significant influence in the use of modified tools on pencak silat front kicks on the level of confidence and learning outcomes of students at SMPN 2 Surabaya, with an average value of Confidence Questionnaire before being given a treatment of 70.00 and after being given a treatment of 137.00.

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