

STRENGTHENING MUTUAL COOPERATION FOR PANCASILA STUDENTS THROUGH MARTIAL ARTS LEARNING

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Abstract This research highlights the urgency of instilling the value of mutual cooperation from an early age to build togetherness in social life. The aim is to develop students' mutual cooperation character through pencak silat supported by pop-up media as a learning tool. This research uses a 4D model, namely problem definition, intervention design, learning material development, and dissemination of results. A mixed method approach was applied to understand the effectiveness of learning pencak silat in forming the character of mutual cooperation. The research subjects involved 30 students of Madrasah Ibtidaiyah Tarunajaya. Research instruments in the form of questionnaires, observations and documentation are used to measure student character development. Quantitative data was analyzed using a paired sample t-test, while qualitative data was analyzed using a thematic approach. The results showed that pop-up video media significantly increased students' mutual cooperation scores, with the average score increasing from 9.1 to 16.0 (75.82%). The paired sample t-test showed $p < 0.000$, and the n-gain analysis averaged 0.68 indicating moderate to high effectiveness. Observations also show increased social interaction and cooperation. In conclusion, this approach is relevant to the Pancasila student profile in building solidarity and cooperation.

Keywords: character building; mutual cooperation; pancasila student profile; learning; pencak silat



INTRODUCTION

The character of mutual cooperation, one of the main values of the Pancasila student profile, tends to decline among elementary school students due to the lack of learning experiences that encourage cooperation and togetherness in learning activities (Hasanah et al., 2024). The martial art of pencak silat, which is rich in the values of togetherness and solidarity, has great potential as an effective approach to developing the character of mutual cooperation in students (Arisandi et al., 2022). Innovative approaches, such as pencak silat, are important because in addition to training physical skills, they also instill the value of mutual cooperation through cooperation in training and evaluation. Pencak silat trains children to face obstacles with resilience, thereby fostering an optimistic attitude in them (Sugiharto & Rejeki, 2023).

The lack of mutual cooperation character development during pencak silat training, namely the lack of collaboration in group training and the lack of student concern in preparing and tidying up training equipment, reflects that the mutual cooperation character has not been fully internalized in pencak silat activities in elementary schools, which can make students tend to be individualistic, which can hinder their participation in the culture of cooperation in society (Batiurat et al., 2024), even though mutual cooperation is an important element in the Pancasila profile that must be built from an early age in order to produce generations who are able to contribute to society (Jamaludin et al., 2022).

If this character is not taught with relevant methods, such as silat martial arts which contain the value of togetherness, then the opportunity to develop it will be missed (Ariyanti Safitri et al., 2023). The development of mutual cooperation character is an important part of the formation of the Pancasila Student Profile to create a generation that is aware of cooperation and solidarity in community life (Hakim, 2023). The martial art of pencak silat, as an Indonesian cultural heritage, teaches the values of togetherness, discipline, and mutual respect that are relevant in shaping students' character. Through pencak silat-based learning, students not only learn physical skills, but also moral values that strengthen the spirit of mutual cooperation (Suwandi et al., 2024). This research is important to present innovative learning strategies that are able to instill national values holistically and contextually.

Referring to the background that discusses the lack of mutual cooperation in the martial art of pencak silat, there are several relevant studies. First: is a study by Muchtar (2024) entitled "The Effectiveness of the Tudang Sipulung Integrated Project-based Learning Model to Improve the Character of Mutual Cooperation at the Elementary School Level" found that the Tudang Sipulung Integrated Project-based Learning Model is effective in improving students' mutual cooperation character. Observations show that teachers are able to manage learning well, and students show an increase in cooperation after implementing this model.

The second study by Utomo (2023) entitled "The Role of Pencak Silat in Forming Youth Character" the results of the study show that Pencak Silat training can effectively form noble character in young people. This study identifies five core principles of Pencak Silat that contribute to character formation, namely brotherhood, sportsmanship, martial arts, art, and spirituality. In addition, Pencak Silat is in line with the goals of character education in Indonesia, by instilling values such as discipline, courage, patriotism, and respect for parents and religion. And finally, research from Iswati (2019) entitled "Building Groups to Reduce Conflict in Sustaining and Developing Teaching Values of Silat Faithful Terate (PSHT) and Education of Silat Winongo Young People (PSHW) in Madiun" found the results of mutual cooperation in the study showed that solidarity or cooperation carried out by community members and residents of PSHT and PSH Winongo emerged from activities in the community such as community service, public lectures, and social services. This activity creates a good communication pattern between the community and the pencak silat school, and increases the sense of mutual need between them.

In contrast to previous research on the development of mutual cooperation character in elementary school students, which generally focuses on co-curricular activity-based approaches, such as group work, scouting activities, or community-based projects. The methods used more often refer to conventional approaches such as class discussions, game simulations, and collaboration-based activities. In addition, previous studies usually emphasize the importance of mutual cooperation in general without integrating certain artistic and cultural elements as the main medium of learning. In contrast, the current study entitled "Development of Mutual Cooperation Character in the Pancasila Student Profile through Pencak Silat Martial Arts" offers an innovative and contextual approach.

This study utilizes the traditional martial art of pencak silat as a learning medium to instill the values of mutual cooperation (Purnamasari et al., 2024). This approach is not only oriented towards character formation through physical cooperation, but also integrates local cultural values that are relevant to the Pancasila Student Profile (Safitri et al., 2022). Pencak silat is an effective medium because it involves collective activities such as pair exercises, group movement coordination, and team-based competitions that strengthen the spirit of togetherness. The methodology used in this study is also unique, this study integrates pencak silat learning with a media-based approach to develop students' mutual cooperation character.

The focus of this study is on practical implementation in the classroom by measuring the impact of pencak silat integration on mutual cooperation character through observation and questionnaires. The characters that can be instilled in pencak silat are not only mutual cooperation, there are also discipline, exemplary behavior, responsibility, and respect for the efforts of others (Mutia et al., 2019). This study provides a new contribution by placing the art of pencak silat as the main instrument for forming mutual cooperation character. This approach is culture-based and relevant to the principles of Pancasila (Indahwati et al., 2023). This study integrates the values of mutual cooperation in the Pancasila Student Profile with pencak silat learning to strengthen students' character. These values include cooperation in pair training, helping each other in perfecting techniques, and building solidarity in defense strategies and team play. In the context of education, pencak silat not only trains physical skills but also instills an attitude of mutual support, discipline, and responsibility, which is in line with the principle of mutual cooperation in social life. This approach has not been studied in depth, especially in the context of basic education, thus providing a new contribution to learning strategies based on traditional culture and sports.

METHOD

This study used a 4D design with a mixed method, which combines quantitative and qualitative approaches to understand the development of mutual cooperation character through pencak silat learning (Kudadiri, 2023). The 4D model introduced by Thiagarajan, Semmel, & Semmel consists of four stages, namely Define, Design, Develop, and Disseminate, which are used in pop-up media development research (Aida,

2023). This media was evaluated through a trial to measure its effectiveness in instilling mutual cooperation character in students. This study involved 30 students of Madrasah Ibtidaiyah Tarunajaya, Darmaraja District, Sumedang Regency, who participated in the pencak silat extracurricular, consisting of 15 male students and 15 female students.

Table 1. Respondent demographics

	FREQUENCY	%
Gender		
Male	15	50 %
Female	15	50%
Grade		
IV	7	23%
V	13	43,3 %
VI	10	33,3 %
Age		
10 years old	6	20 %
11 years old	14	46,7 %
12 years old	10	3,3 %

The main objective of this study was to develop mutual cooperation character by integrating traditional values into extracurricular activities. Data were collected using quantitative and qualitative methods. Quantitative data collection was conducted through a questionnaire, which was designed to measure the effect of the 4D method with pop-up media and videos with a mutual cooperation theme (Aeni et al., 2023). This instrument initiated the development of students' mutual cooperation character after the intervention. Qualitative data collection was conducted through direct observation, where researchers were involved in observing the dynamics of learning and student interactions.

This observation aims to strengthen quantitative data and provide a deeper understanding of the implementation of the learning methods applied. Data analysis used a mixed method approach, integrating quantitative and qualitative data. Data were analyzed using SPSS software to process statistical results. Qualitative data were obtained through further interpretation of quantitative findings in order to understand aspects of the mutual cooperation character in more depth. This approach is expected to produce a more comprehensive, valid, and relevant understanding in supporting character-based learning strategies in elementary schools.

RESULT AND DISCUSSION

RESULT

The measurement of the effectiveness of delivering gotong royong videos in improving the gotong royong character of grade 4, 5, and 6 students was carried out using

the pretest-posttest method. Students were given a pretest questionnaire to measure initial gotong royong characters, such as the ability to work together, caring, and initiative. The questionnaire contained statements with a Guttman scale to assess students' attitudes. After that, students watched a video containing real-life situations or inspirational stories about cooperation and solidarity. Furthermore, a posttest questionnaire was given to measure changes in attitudes. Pretest and posttest data were analyzed using statistical tests, such as the t-test, to emit significant changes. If there is an increase in scores in the posttest, it can be concluded that the video has a positive impact on students' gotong royong character. This method provides a clear picture of the effectiveness of the intervention in instilling gotong royong values among students. This approach not only provides strong quantitative data but also helps in designing more effective audiovisual-based learning strategies in the future (SukiastinI et al., 2024). The table below is the result of data normality test using two methods, namely Kolmogorov-Smirnov and Shapiro-Wilk, on two variables, Pretest and posttest. Here is the explanation.

Table 2. Shapiro-Wilk Normality Test Results

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
X	,123	30	,200*	,952	30	,191
Y	,109	30	,200*	,947	30	,136

Tabel 3. Paired Sample T test results

Paired Samples Test							
Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
				Lower	Upper		
Pair 1	-	2,45441	,44811	-	-	-	29
	6,90000			7,81649	5,98351	15,398	,000

The normality test was conducted to determine whether the pretest and posttest data were normally distributed. Based on the Shapiro-Wilk normality test, the significance value (Sig.) in both tests for variables X and Y is greater than 0.05. Therefore, the data for variables X and Y can be considered normally distributed. After the data was declared normal, a paired sample T test was conducted. The following table shows the results of descriptive statistics from the data analyzed using the Paired Samples Test (Ramadhan, 2024). The explanation at table 3.

The results of the Paired Sample T-Test showed that the p value (Sig. 2-tailed) <0.000 , which is much smaller than the significance level of 0.05. This indicates that there is a very significant difference between the scores before and after the video screening. With the increase in the average score after the intervention, it can be concluded that the video has a positive impact on students. This finding confirms that the use of innovative media in learning plays an important role in building character values, especially mutual cooperation, among elementary school students (Haqqi et al., 2023). After the Paired Sample T-Test, an N-Gain test was conducted to measure the effectiveness of video screening in improving students' understanding and strengthening their character. The N-Gain test is calculated by comparing the increase in values between the pre-test and post-test, then normalized into a certain scale. The results of this test provide a quantitative picture of the extent to which video media contributes to supporting students' character development :

Tabel 4. N-Gain test results

Descriptive Statistics					
	N	Minium	Maximum	Mean	Std. Deviation
Ngain	30	.14	1.00	0.6881	0.20049
Valid N (listwise)	30				

The NGain results in the table show an increase in students' mutual cooperation character after being shown a video about mutual cooperation. The N-Gain score of 0.68 has a moderate category indicating quite high effectiveness, meaning that the video display is effective in increasing understanding and application of mutual cooperation values in students.

The focus of the research includes aspects of cooperation, compliance, mutual assistance, and mutual respect related to the Pancasila Student Profile. To achieve these objectives, field observations were conducted that produced relevant data on the development of student character in this context. The results of these observations provide an empirical picture of the role of pencak silat in forming and strengthening the values of mutual cooperation among students.

Tabel 5. Observation Table of Student Participation in Pencak Silat Training

Indicator	Deskripsi dan Persentase
Cooperation in pair exercises	Students work together to demonstrate movements, provide input, and improve movements (85%). A small number are still shy to interact with new partners.
Compliance with rules	All students obeyed the trainer's instructions regarding movement, duration of exercise, and attitude (100%). Compliance was supported by a positive discipline approach.
Helping friends who are having difficulties	More advanced students help friends who have difficulty understanding the movements (75%). Tend to be more helpful to close friends.
Mutual Respect	There was no teasing or demeaning behavior (95%). There was one student who was too critical, but was immediately directed by the coach.

The results of the study showed that the 4D development method with pop-up media offering videos with the theme of mutual cooperation significantly improved the character of mutual cooperation in grades 4, 5, and 6, as evidenced by the increase in pretest and posttest scores and statistical test results showing moderate to high effectiveness. In this study, video as an audio-visual medium provides visual and emotional stimuli that strengthen the internalization of mutual cooperation values. In addition, the experiential approach in learning pencak silat also supports character strengthening by encouraging students to practice discipline, cooperation, and compliance with rules.

This finding is in line with Syarkawi, (2024), which shows that inspirational narratives in audiovisual media can increase students' awareness of the importance of cooperation. Wahyuni (2023) also emphasized that video-based learning media can have a positive impact on educational character. Iskandar(2024)supports that audiovisual media not only improves understanding of values but also their application in everyday life. In addition, Indahwati (2023) research found that the Merdeka Belajar Curriculum contributed to strengthening the character of mutual cooperation through experience-based learning. Nandana, (2020) emphasized that the teachings of pencak silat form individuals with strong character values, including self-concept and self-confidence. The implication of this study is that audiovisual media can be an effective educational tool in

shaping students' character if activated with experience-based learning. Therefore, it is recommended that inspirational videos be used not only as additional media, but also combined with activities that involve active student participation, such as group learning or martial arts, to create a deeper and more sustainable learning experience.

CONCLUSION

The results of the study showed that the combination of pencak silat learning and pop-up video media was able to instill the value of mutual cooperation more effectively. This approach provides direct experience that allows students to feel cooperation in practice, while audio-visual stimuli strengthen their understanding of the concept of mutual cooperation. Increased social interaction and a more active attitude of helping each other were seen after the intervention. Thus, this method not only supports the development of student character but also provides a deeper and more meaningful learning experience, in line with the goals of character education in elementary schools. As a recommendation, schools can integrate video media into character learning more systematically and develop interaction strategies, such as rotation of training partners in pencak silat, to increase broader social involvement. In addition, teachers can utilize other experience-based activities, such as group projects or cooperative games, to strengthen the internalization of the value of mutual cooperation in students' daily lives.

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