



The Effectiveness of Blended Learning Model on Students' Psychomotor Skills in Pencak Silat

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Abstract

Received : March 30, 2023
Revised : April 22, 2023
Accepted : April 30, 2023

The background of this research is *the new normal activity* after the Covid-19 pandemic which possible the application of *blended learning model*, so the pencak silat learning materials experience a transition from face-to-face learning to online learning. This study aims to determine the effect of *blended learning* implementation to students' Pencak Silat psychomotor skills. The research method is used the experimental method of *one group pretest-posttest design*. The population of this study is 420 students, with a sampling technique used purposive sampling for 76 students. The instrument is used a test with parametric statistical data analysis techniques t test. The results showed that, there is a significant influence (t count 7.79 > t table 2.415) on Pencak Silat course after the *blended learning* is applied. The influence is resulted; it is classified as a high percentage of increased 8.80%. Based on the results of this study, *blended learning* method gives a significant influence on the psychomotor skills of Pencak Silat in students compared to *online* learning method.

Keywords:

Blended learning, Pencak Silat, Psychomotor

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How to Cite: Sudirman, R. (2023). The Effectiveness of Blended Learning Model on Students' Psychomotor Skills in Pencak Silat. JTP - Jurnal Teknologi Pendidikan, 25(1), 131-139. <https://doi.org/10.21009/jtp.v25i1.35516>.

INTRODUCTION

Education in Indonesia is an important aspect that aims to increase the potential that exists in students (Firdaus et al., 2020). During the process of teaching and learning activities, the active role of teachers is as educators and the students is as learners, it is needed to achieve maximum learning success. Conversely, if one of the parties, both educators and students, they do not play an active role, so the results is obtained, it will be less optimal. However, it is not only educators and students who influence success in learning, situations and circumstances are also very influential in the process of teaching and learning activities, it is as currently being experienced, it is the COVID-19 pandemic caused by corona virus and which has started to spread in Indonesia since early 2020. Many aspects of people's lives are experiencing changes, one of which is the education system (Suyadi, 2022). In teaching and learning activities that were previously carried out face-to-face to online learning or online learning at their respective homes in order to prevent transmission of the virus in the educational environment (Lesi Oktiwanti & Qomariah, 2020).

During the COVID-19 pandemic, the Pencak Silat course was felt to be very difficult, especially in practicing a movement, because Pencak Silat was very closely related to practice which required lecturers and students to be more creative



and innovative in determining appropriate learning methods as an adjustment to current conditions. In observation, many students are passive in class when delivering material, it is caused lecturers still use conventional methods. In addition, the lack of using information and communication technology (ICT) in learning makes the learning process less interesting only by relying on the use of monotonous Learning Management System (LMS) learning media without any interaction with students directly and paying less attention to the effectiveness of the material received by students. Some of obstacles are experienced by students and lecturers, it starts from excessive use of internet quota, signals that are sometimes unstable, and there are even students who do not have adequate facilities for lecture activities.

The rapid advancement of technology and the availability of internet network that makes the mindset of individuals become wider, even though there are differences in space and time, it does not hamper knowledge, information and communication between teachers and students, especially during the COVID-19 pandemic. So, *blended learning* method is one alternative that can be applied, especially in the field of Physical Education & Sports which involves motor aspects or motion even though cognitive elements also play a role in the learning process (Firdaus et al., 2020). Therefore, this study aims to determine how much effectiveness the implementation of *blended learning* has on students' Pencak Silat psychomotor skills.

Blended learning models focused on combining online and face-to-face methods. the use of new technology in combining delivery methods through both face-to-face learning styles and electronic learning occurs between teachers and students (Abdu-Allah, 2021). Etymologically, the term of *Blended Learning* consists of two words, they are *Blended* and *Learning*. The word blend means mixture, together to improve quality to increase or formulate an alignment of combinations or fusions. While learning has a general meaning, it is learning, thus at first glance it contains the meaning of learning patterns that contain elements of mixing, or combining one pattern with another. Blended learning is a learning method with a combination of face-to-face meetings and online learning (e-learning) with a new concept in learning where the delivery of material is flexible because it can be carried out in class during class hours or online with time and different places (Arini, 2019). Blended learning can also be used as a conditional delivery of learning anytime and anywhere, carried out independently or conventionally, both of which have the advantages of complementing each other, learning is more effective and efficient, and students can more easily access learning material (Listiawan, 2016).

The psychomotor domain is a realm that appears in the form of skills. The psychomotor category ranges from reflex movements to complex movements that communicate other people's ideas: reflex movements, basic movements, perceptual abilities, skilled movements, non-discursive skills (Ni'matul Khoiroh, Munoto, 2017).

Pencak silat is one of the original cultures of Indonesia, where it is strongly believed by its warriors and pencak silat experts that Malay people at that time created and used pencak silat since 7th century. (Mukhtar Ridwan, Taufik Hidayat Suharto, 2021). The basic techniques of pencak silat consist of 1) stance, 2) tide

attitude, 3) step motion, 4) development, 5) technique, 6) moves, 7) kick. One of the monotonous basic techniques is used in pencak silat, it is the basic kick technique, which is divided into 1) straight kick 2) kick (Sudirman et al., 2019). Because of pencak silat originates from Indonesia and is a sport that is characteristic of the nation and should be preserved, pencak silat is one of the compulsory subjects for Physical Education students, so the students can master psychomotor skills when they become graduates of Physical and Health Education. The hypothesis in this study is put forward as follows: There is an influence of *blended learning* method on the psychomotor abilities of students of pencak silat.

METHODS

The research method used in this study is the experimental method of *one group pretest-posttest design*. According to (Sugiyono, 2014) that the experimental method is a research method that is used to look for the influence of certain treatments. The research design is used one group pre-test post-test design, it is by giving a pretest to determine the initial state, then given treatment (treatment) and then carried out a posttest to observe the results.

Table 1: One Group Pretest- Posttest Design Pattern

| Pretest | Treatment | Posttest |
|---------|-----------|----------|
| O1 | X | O2 |

The population of this study is 420 students, with a sampling technique using purposive sampling, it consists of 76 students. The instrument is used a test with parametric statistical data analysis techniques t test. The process of implementing data collection in this study was carried out in two stages, they are when the initial test was carried out for the first time to conduct the test before being given *blended learning* treatment and after being given treatment. The data collection technique in this study is with the norms of assessing psychomotor abilities of pencak silat courses. This research begins with taking initial data or pre-test data when the experiment has been completed then at the end of the posttest which is then continued with tabulation. To test the hypothesis, prerequisite tests are first carried out, namely: 1) Normality Test 2) Homogeneity Test 3) Influence Test (t-test).

The pretest is conducted to find out the initial results of psychomotor abilities of pencak silat in the Pencak Silat course at the beginning of the 2021/2022 even semester before being given treatment in order to achieve maximum results. After the pretest, research was carried out by providing treatment in research for 16 weeks with a weight of 2 Credit Course (SKS), it uses 5 times meetings online and 10 times offline or face to face, 1 meeting for learning contracts and pretest, and 2 times meetings for midterm tests and final test or posttests. The posttest was conducted with the aim of determining the improvement of pencak silat psychomotor ability after being given treatment using *blended learning*. And an assessment was carried out with the assessment norms of the Pencak Silat course.

RESULTS & DISCUSSION

The results of research data include data on the initial test (pretest) and final test (posttest) from experiments conducted on experimental groups that carried out *blended learning* methods on the psychomotor abilities of pencak silat students. The results are as follows:

Table 2. Pretest and Posttest Data Distribution of Student Pencak Silat Psychomotor Ability

| Blended Learning Treatment | Amount | The Lowest Value | The Highest Score | Average | Standard Deviation |
|-----------------------------------|---------------|-------------------------|--------------------------|----------------|---------------------------|
| Pretest | 355,9 | 54 | 72 | 60,6 | 41,68 |
| Posttest | 380 | 67,2 | 85,7 | 78,8 | 35,29 |

Based on table 2. It is described using descriptive statistical analysis as follows, the results of pretest psychomotor abilities of student pencak silat have the lowest score being 54, the highest score being 72, the average score being 60.6 and the standard deviation value being 41.68. While the posttest results in students' pencak silat psychomotor abilities contained the lowest score is 67.2, the highest score is 86.7, the average score is 78.8 and the standard deviation value is 35.29. This increase is the influence of treatment from the application of *blended learning* in Pencak Silat courses.

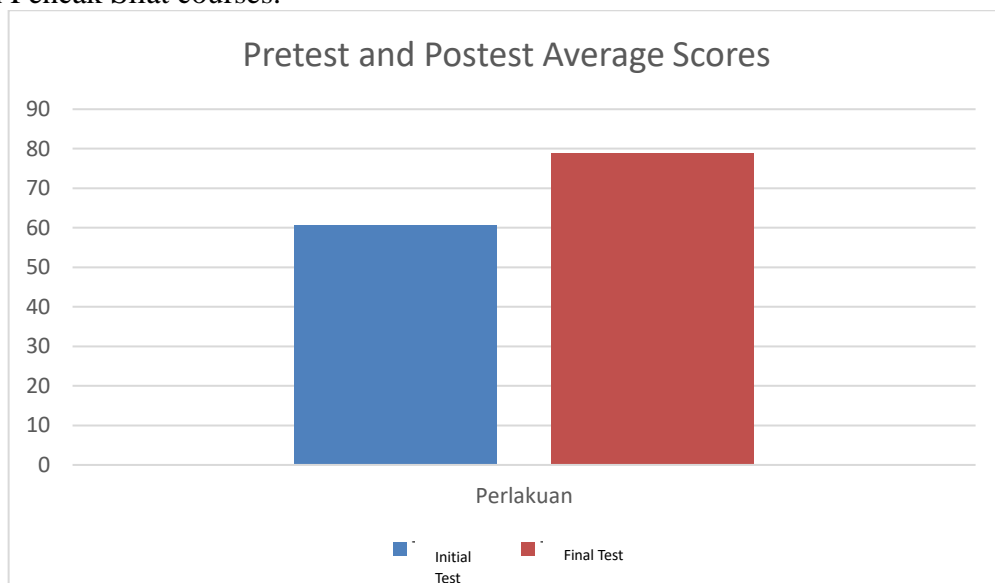


Figure 1. Pretest and posttest data on Student Pencak Silat Psychomotor Ability

Table 3. Normality Test of Student Pencak Silat Psychomotor Abilities

| Indicator | Significant | Information |
|------------------|--------------------|--------------------|
| Pretest | 47,80 > 6,63 | Normal |
| Posttest | 303,90 > 6,63 | Normal |

Based on table 3, it shows that the pre-test and posttest normality test scores for students' pencak silat psychomotor abilities are significantly greater than 6.63. So the data is said to be normally distributed.

Homogeneity test is useful to determine the homogeneity or non-homogeneity of the samples taken from the population.

Table 4. Homogeneity Test

| Indicator | Significant | Information |
|------------------|--------------------|--------------------|
| Pretest-posttest | 0,89 < 2,48 | Homogeneous |

Based on table 4, it shows that the value of pre-test and posttest homogeneity test results shows that the significance value of student pencak silat psychomotor ability variable is 0.89, which is smaller than 2.48, which means that the data is stated to be homogeneous. The conclusion is that the scores from pretest and posttest have the same variance (homogeneous distribution).

Table 5. The effect of *blended learning* methods on students' pencak silat psychomotor abilities

| T count | T table | Information |
|----------------|----------------|--------------------|
| 7,79 | 2,145 | Influential |

Based on the table above, the results of students' pencak silat psychomotor abilities are known that in the second data collection (post-test) students are better than at the time of initial data collection (pre-test). The average difference for the student pencak silat psychomotor ability test with the results of t test is obtained T count = 7.79 > T table = 2.14 with a significance of 5%. It shows that H_a is accepted and H_o is rejected. So, it can be concluded that the hypothesis reads "there is an influence of *blended learning* method on the psychomotor abilities of student martial arts".

Based on the results of research above, it shows that the blended learning method is felt to be capable to influence the psychomotor abilities of pencak silat students. With the blended learning method, learning does not seem monotonous and students tend to be more active in participating in blended learning. Because in addition to using conventional methods, students can also access the material that has been learned again with various references in the form of videos, articles and PPT provided through e-learning platforms in the form of Google classroom and Quizizz. The use of *blended learning* method is a form of effort to optimize student learning activities in the post-COVID-19 pandemic period which requires students to play more active role in the learning process where the role of blended learning affects students' pencak silat psychomotor abilities.

At online meetings, lecturers prioritize providing material and media in the form of video demonstrations of Pencak Silat movements and allow students to practice these movements, record them and submit their video assignments as fulfillment of course assignments. At face-to-face meetings, lecturers and students both evaluate the results of the movements that have been carried out on assignments that have been previously collected so that students become fully aware of the strengths and weaknesses of the pencak silat movements they are

studying. therefore, students become more mature in learning movements because of the application of blended learning.

The psychomotor abilities of pencak silat include exercises those are carried out at every meeting both online and outside the network. Exercise according to individual internal factors such as leg muscle strength, abdomen. Given its importance, for pencak silat trainers in providing training methods it is best to know in advance the strength of the abdominal muscles, legs and other internal factors (Amrullah, 2015). Through this training, it can be seen about the disadvantages and advantages of martial arts psychomotor abilities, both in terms of tactics, technique, physical, and mental (Maimun Nusufi, 2015). To get better psychomotor abilities, a physical component is needed as their support (Pratiwi et al., 2018).

Based on the research of (Marlissa & Dwiyo, 2021) the use of *blended learning* method is an effort to further optimize learning because *blended learning* is utilized. The student motivation to learn is increasing. The students enjoy learning and become more intense in focus during the learning process with *blended learning* method (Ololube, 2011).

Based on (Listiawan, 2016) state that, there are several advantages of blended learning, which can be used as a conditional delivery of learning anytime and anywhere, learning can be done independently or conventionally, both of which have the advantage of complementing each other, learning will be more effective and efficient, with blended learning, it is easier for students to access learning materials and learning becomes more flexible and not rigid. There are several benefits in applying this model, the use or application of *blended learning* makes students able to independently learn and practice through various existing learning resources, educators are not the only source of learning, but the educators must also control or provide monitoring of students to achieve the goal of blended, it creates effective and efficient learning (Firdaus et al., 2020).

In the other research, the *blended learning* study was also effectively, it was by using the Sevima Edlink application in Mathematics learning, it is suitable in realizing the Merdeka Belajar- Kampus Merdeka policy (Marlina, 2020). This *blended learning* will strengthen conventional learning models through the development of educational technology (Chinsya, 2017). In addition, *blended learning* has characteristics that are open, flexible, and can occur anywhere .

CONCLUSION

Based on the results of hypothesis testing and discussion, it is concluded that *blended learning* has an influence on students' psychomotor abilities in pencak silat. From the results value that is given, it has increased 8.80%. The effect of this research is that students can achieve the expected pencak silat psychomotor competence.

The results of this study have practical implications for related parties, especially for lecturers as an alternative solution in using learning methods during the pandemic and as a means of evaluating the quality of learning that has been carried out and for students to be able to study independently outside of learning hours, because in the *blended learning* method, students can access learning

materials anywhere and anytime online with various references that have been prepared by the lecturer.

ACKNOWLEDGEMENT

This work is supported by Internal Hibah Penelitian at Universitas Setiabudhi Rangkasbitung, Lebak, Banten grant, which makes this research possible.

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