

The Influence Of The Peer Teaching Learning Model On Learning Outcomes Of Basic Pencak Silat Front Kick Techniques

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Abstract

This research aims to determine the effect of the peer teaching learning model on the learning outcomes of basic pencak silat front kick techniques in class VII at SMPN 3 Purwakarta. The sample in this study was 32 students from class VII E at SMPN 3 Purwakarta taken using a purposive sampling technique. This research uses a quantitative approach with experimental research methods and pre-experimental design research with pre-test and post-test design types. The independent variable in this research is the Peer Teaching learning model while the dependent variable is the result of learning the basic pencak silat front kick technique. In this study, the pencak silat front kick test was used with an observation sheet as the instrument. Statistical calculations using SPSS 25. Data processing shows that the significance value is $(0.00) < 0.05$, so H_0 is rejected and H_1 is accepted, which means that there is an influence of the peer teaching learning model on the learning outcomes of pencak silat front kicks in Class VII SMPN 3 Purwakarta. Therefore, because it is felt that it is important to vary learning models, the research aims to provide an alternative Peer Teaching learning model that can be chosen by physical education teachers on the basic techniques of pencak silat front kicks and researchers who are interested in researching the Peer Teaching learning model are advised to further develop it.

Keywords: Peer Teaching Learning Model, Learning Outcomes Of Basic Pencak Silat Front Kick Techniques

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran peer teaching terhadap hasil belajar teknik dasar tendangan depan pencak silat pada kelas VII di SMPN 3 Purwakarta. Sampel dalam penelitian ini adalah 32 siswa kelas VII E SMPN 3 Purwakarta yang diambil dengan menggunakan teknik purposive sampling. Penelitian ini menggunakan pendekatan kuantitatif dengan metode penelitian eksperimen dan desain penelitian pre-eksperimental dengan jenis desain pre-test dan post-test. Variabel bebas dalam penelitian ini adalah model pembelajaran Peer Teaching sedangkan variabel terikatnya adalah hasil belajar teknik dasar tendangan depan pencak silat. Dalam penelitian ini digunakan tes tendangan depan pencak silat dengan lembar observasi sebagai instrumennya. Perhitungan statistik menggunakan SPSS 25. Pengolahan data menunjukkan nilai signifikansi $(0,00) < 0,05$ maka H_0 ditolak dan H_1 diterima yang berarti terdapat pengaruh model pembelajaran peer teaching terhadap hasil belajar pencak silat depan tendangan di Kelas VII SMPN 3 Purwakarta. Oleh karena itu, karena dirasa penting untuk memvariasikan model pembelajaran, maka penelitian ini bertujuan untuk memberikan alternatif model pembelajaran Peer Teaching yang dapat dipilih oleh guru pendidikan jasmani teknik dasar tendangan depan pencak silat dan peneliti yang tertarik untuk meneliti. model pembelajaran Peer Teaching disarankan untuk lebih dikembangkan lagi.

Kata Kunci: Model Pembelajaran Peer Teaching, Hasil Belajar Teknik Tendangan Depan Dasar Pencak Silat

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Received 15 July 2024, Accepted 20 July 2024, Published 25 July 2024

INTRODUCTION

Physical education is one of the subjects that must be present at every level of formal education. Because it is very important for students to gain learning in terms of knowledge, attitudes and skills. The important benefits of physical education for junior high school students include physical health,

motor skills development, stress management and mental well-being, character formation, social interaction, reducing the risk of lifestyle-related diseases, developing personal skills, and forming an active lifestyle. Physical education can also be interpreted as learning that prioritizes students' physical activities, health and motor skills. According to (Nopiyanti & Raibowo, 2019). Physical education is education through physical activity which can be in the form of games, sports, adventure activities or recreation.

In physical education, there is a lot of material that needs to be conveyed to students, one of which is pencak silat. Pencak silat is one of the sports that is also studied in physical education, pencak silat itself is one of the original Indonesian martial arts sports that must be preserved. According to (Halbatullah et al., 2019) Pencak silat in general is a self-defense method created to defend oneself from dangers that could threaten safety and pencak silat as a self-defense performance (skill) that employs the ability to defend oneself, repel attacks and ultimately attack the enemy, with weapons or without weapons. In pencak silat itself there are two categories, namely the sparring class category, and the Arts category, which in the arts itself includes (Singles, Doubles, Teams, and Combination movements both empty-handed and also with weapons). According to (Diana et al., 2020) The sport of pencak silat has several numbers that are contested. The numbers contested in the sport of pencak silat include the competition category and the art category. In the competition category, the classes competed in are for Men starting from AJ class while for Women starting from AF class. In the arts category, the classes competed in are the singles class for Men or Women, the doubles class for Men or Women, and the team class for Men or Women. Fight categories are divided based on weight, age and gender. Unlike the action category, the art category is divided only based on gender.

In pencak silat martial arts there are several basic techniques that will be taught, namely stance techniques, mounting techniques, step pattern techniques, punching techniques, kicking techniques, parrying techniques and locking techniques. The kick technique itself is one of the attacks in pencak silat which uses the legs and is used to attack in the medium and long range. Kicks have 2 points in a pencak silat match.

In the pencak silat kick attack technique, there are 4 types of kicks, namely front kicks, crescent kicks, T kicks and back kicks. According to (Chandra, 2021) A front kick is an attack that uses one foot or leg, with the body position facing forward and the trajectory of the foot straight towards the front. The impact when executing a straight kick is the base of the inner toes of the foot, targeting the solar plexus and chin.

In the process of learning the pencak silat front kick, students sometimes feel bored. As a physical education teacher, it is important to be able to determine a learning model that suits the students' conditions so that students are more interested and can increase students' enthusiasm for learning which will then improve the students' learning outcomes. In the learning process, of course, very thorough preparation is needed so that the process can run effectively. One thing that needs to be

prepared in the learning process is a learning model, because a learning model can help regulate how material is taught, how students are involved in learning, and how learning outcomes are evaluated.

According to Juliantine, et al (2015) in (Setiawan et al., 2020) The definition of a learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan) and design learning materials, and guide lessons in the classroom or in the field. In the long-term physical education learning process, there is usually boredom felt by both teachers and students, therefore, to avoid this boredom, it is felt that a physical education teacher must know, understand and be able to implement the learning models contained in the learning model. is in physical education.

This learning model is designed with the aim of being able to change the previously monotonous learning atmosphere into a more enjoyable one, which can then increase student motivation in learning and strive to improve student learning outcomes, one of the learning models is the peer teaching learning model.

The peer teaching learning model is an approach where students teach fellow students. The concept is based on the idea that students can understand and master material better when they attempt to teach it to others. According to the peer learning model (Setiawan et al., 2020) *teaching* Basically it is a learning activity by selecting a student who will become a teacher with the term tutor. The tutor will later help other students (learners) in studying subject matter or movement tasks in a learning process.

Looking at previous research which discusses the influence of the peer teaching learning model on learning outcomes, we get significant improvement results. Based on research results (Arrofiqi, 2022) entitled "The Influence of the Peer Teaching Learning Model on the Learning Outcomes of Underpassing Skills in Mi Al-Muhtarom Pandantoyo Students' Volleyball Game" shows that the Peer Teaching learning model has an increasing influence on the learning outcomes of volleyball underpassing skills. This is proven by the calculated significance value in the t-test in the Peer Teaching learning model group of 0.000 which is smaller than 0.05 ($\text{Sig} < 0.05$).

Based on research results (Cakrawijaya et al., 2021) which has been carried out, entitled The Effect of Peer Teaching Learning Models on Collaboration and Learning Outcomes of Pencak Silat Styles in Pencak Silat Learning, The results of the research and analysis of research data show that the peer teaching learning method has a significant influence on improving the learning outcomes of pencak silat skills among students in the Physical Education Study Program at Megarezky University. In the context of improving learning outcomes for pencak silat skills, it is important to use appropriate and effective training methods. Method *peer teaching* has been proven to be effective in improving learning outcomes, as can be seen from the increase in the average score in the experimental group by 2.3 and in the control group by 0.9. The results of the hypothesis test also support this finding, with the t count being greater than the t table.

From the discussion above, the author aims to identify peer teaching learning models that influence learning outcomes for pencak silat front kicks in physical education learning in junior high

schools. To find out how big or significant the influence of a peer teaching learning model is on student learning outcomes, the author is interested in conducting research on "The Influence of the Peer Teaching Learning Model on Learning Outcomes of Basic Pencak Silat Front Kick Techniques".

METHOD

This research has the following objectives: (1) To find out the results of learning the basic pencak silat front kick technique in Class VII SMPN 3 Purwakarta before using the Peer Teaching learning model. (2) To find out the results of learning the basic pencak silat front kick technique in Class VII SMPN 3 Purwakarta after using the Peer Teaching learning model. (3) to determine the influence of the Peer Teaching learning model on the learning outcomes of basic pencak silat front kick techniques in Class VII SMPN 3 Purwakarta. To determine this influence, researchers used a quantitative approach. The method used is a pre-experimental method with a pre-test and post-test design type. According to (Yaniawati & Indrawan, 2024) The pre-experiment design applies treatment to research subjects without a control group. And According to (Suharsputra, 2018) One group pre test post test design is a single group experimental design by applying pre test and post test is an experimental design that is only applied to one group by giving pre test treatment and then observing the effect or post test on the dependent variable. This research was carried out at SMPN 3 Purwakarta with a sample of 32 students taken from sampling using the Purposive Sampling method. Before the treatment was carried out, the researcher carried out an initial test or Pretest on the sample, then after that the treatment was carried out in the form of a Peer Teaching learning model for 4 meetings. After the class received treatment, the researcher carried out a final test or Post Test. The initial and final tests carried out were the pencak silat front kick test, in physical education subjects. Learning outcome data were analyzed using SPSS version 25. Researchers first carried out a normality test. Normality test The test is intended to find out whether the variables in the research have a normal distribution or not. Researchers can use the normality test used in this research is Kolmogorov Smirnov, namely with the criteria that if significant Kolmogorov Smirnov < 0.05 then the data is not normal, conversely if significant Kolmogorov Smirnov > 0.05 then the data is normal (Ningsih & Dukulang, 2019).

After testing normality with Kolmogorov Smirnov (Table 2), the researchers reported that the distribution of student learning outcomes data in this study was normally distributed. Thus, to achieve the research objectives, the researcher carried out a paired sample T-Test statistical test. In the t test, the basic assumption is that there is a significant influence of the peer teaching learning model on the learning outcomes of pencak silat front kicks in class VII E SMPN 3 Purwakarta.

RESULTS AND DISCUSSION

The following are the students' learning results during the initial test and final test (Table 1). The average learning result in the Physical Education subject with pencak silat front kick material was 54.06. The final test score had an average of 78.75. From the average value, it is known that learning

outcomes using the peer teaching learning model or after treatment are higher than the initial test scores before treatment. However, whether the peer teaching learning model has a significant effect on the learning outcomes of the basic pencak silat front kick technique or not can be determined by hypothesis testing..

Before explaining the results of the hypothesis testing research regarding Does the peer teaching learning model influence the learning outcomes of the basic pencak silat front kick technique, the researcher reports a prerequisite test for analysis, namely the normality test to determine the distribution of data. The following are the results of the normality test which are documented in table 2 below.

Table 2 Normality Test

Tests of Normality			
	Kolmogorov-Smirnova		
	Statistics	df	Sig.
Initial Pencak Silat Front Kick Ability	,129	32	,189
Pencak Silat Front Kick Final Ability	,130	32	,186
a. Lilliefors Significance Correction			

Based on the table above, the significance value of learning outcomes for image learning media is 0.12 and for video learning media it is 0.25. These data show that all significance values for image learning media and video learning media are greater than 0.05 ($p > 0.05$), which shows that the data is normally distributed. Thus, the researcher used the Independent T test parametric test and the results can be seen in Table 3 as follows.

Table 3. Independent T test results

Paired Samples Test									
		Paired Differences					Q	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pencak Silat Front Kick Initial Ability - Pencak Silat Front Kick Final Ability	-24,688	4,200	,742	-26,202	-23,173	33,250	-31	,000

Based on the results of the t test analysis in the table above, it shows that the significance value is 0.00. This states that if it is smaller than 0.05, it can be concluded that it is rejected and accepted, which means that there is an influence of the peer teaching learning model on the learning outcomes of the basic pencak silat front kick technique in class VII E SMPN 3 Purwakarta. $H_0 H_1$

Discussion

Based on hasBased on the discussion in the pretest and posttest, it can be shown that the peer teaching learning model can have an influence on improving learning outcomes for pencak silat front kicks in

students in class VII E SMPN 3 Purwakarta. 70%, 4 students in the completion percentage of 65%, 4 students in the completion percentage of 60%, 5 students in the completion percentage of 55%, 5 students in the completion percentage of 50%, 5 students in the completion percentage of 45%, and 5 students in the completion percentage of 40 %. However, during the Posttest there was an increase, namely from the total sample of 32 students there were 3 students with a completeness percentage of 95%, 4 students with a completeness percentage of 90%, 5 students with a completeness percentage of 85%, 5 students with a completeness percentage of 80%, 5 students with a completeness percentage 75%, 5 students with a completion percentage of 70%, and 5 students with a completion percentage of 65%.

CONCLUSION

1. Research before treatment

The conclusion of the results and discussion before treatment is that the results of research on the pretest show that the average (mean) pretest value is 54.06. With a minimum score of 40 and a maximum score of 70. In the initial test from a total sample of 32 students there were 4 students with a completion percentage of 70%, 4 students with a completion percentage of 65%, 4 students with a completion percentage of 60%, 5 students with a percentage of 60%. 55% completeness, 5 students with a completeness percentage of 50%, 5 students with a completeness percentage of 45%, and 5 students with a completeness percentage of 40%.

2. Research after treatment

The conclusion of the results and discussion before treatment is that the results of the pretest research show that the average (mean) posttest value is 78.75. With a minimum score of 65 and a maximum score of 95. During the Posttest there was an increase, namely from the total sample of 32 students there were 3 students in the completeness percentage of 95%, 4 students in the completeness percentage of 90%, 5 students in the completeness percentage of 85%, 5 students in the the completion percentage is 80%, 5 students have a completion percentage of 75%, 5 students have a completion percentage of 70%, and 5 students have a completion percentage of 65%.

3. How Great are the Results of the Peer Teaching Learning Model on the Basic Technique of Pencak Silat Front Kicks

Based on data analysis and discussion regarding the influence of the peer teaching learning model on the learning outcomes of basic pencak silat front kick techniques, the researchers concluded that there is a significant influence of the peer teaching learning model on the learning outcomes of basic pencak silat front kick techniques for class VII students at UPTD SMP Negeri 3 Purwakarta.

THANK-YOU NOTE

I would like to sincerely thank all parties who have contributed to the preparation of this research. Firstly, we would like to express our gratitude to the Principal and students of SMPN 3 Purwakarta, especially the students of class VII E who have been the samples for this research. I really appreciate your willingness to participate in this research. I also want to thank my supervisors in the physical education study program STKIP Purwakarta. The suggestions and input that have been given are very valuable for the smooth running of this research and the preparation of this article. Hopefully this research can be useful for the world of education.

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