

Implementation of Character Education Through Extracurricular Pencak Silat

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ABSTRACT

This research is motivated by juvenile delinquency and promiscuity, which hurts students' character. This research takes the title of implementing character education through extracurricular martial arts. This type of research is qualitative with a descriptive model, data collection techniques using observation, interviews, and documentation, and data analysis used are data reduction, data exposure, and verification. Based on the results of the research that has been done, it can be concluded that: 1. The process of character education goes through several stages, namely: The first stage is a trainer providing explanations or providing basic material knowledge, spiritual material, motivation, and advice. In the second stage, a trainer invites students to conduct positive activities through words and actions. This stage is also called the value transaction stage. The third stage is the transinternalization of values. Namely, students are required to implement or practice character values in everyday life. 2. The results of implementing character education through the pencak silat extracurricular are well implemented and produce the character values of purity, responsiveness, and tanggon.

Introduction

Character education is now a modern topic. Apart from being part of the origin of the moral formation of the nation's children, this character education is expected to become a primary foundation in raising the level and prestige of the Indonesian government. Within the Ministry of National Education itself, the character of education is an emphasis at all levels of education it fosters. Education has the character of terms based on understanding, including moral education, manners, morals, ethics and so on (Sukatin & Al-Faruq, 2021). Etymologically, the word character comes from the Latin character, which means disposition, character, mental traits, personality, and morals. And in terms of terminology, character is defined as the nature of humans in general, which depends on factors

in their own lives (Mughtar & Suryani, 2019). Etymologically, the word character comes from the Latin character, which means disposition, character, mental traits, personality, and morals. And in terms of terminology, character is defined as the nature of humans in general, which depends on factors in their lives (Ma'mur, 2016). This character formation starts from the heart, which is given strength, producing identity and behavior. In this natural process, nature greatly influences environmental conditions so that the environment plays a relatively significant role in the formation of identity and behavior (Inanna, 2018). Schools and people are part of the environment and have a vital role. Therefore, every school must have Discipline and habits regarding the character that will be formed (Julaiha, 2014).

So far, informal education, especially in the family environment, has not significantly contributed to supporting students' achievement of competence and character formation (Baroroh, 2023). Parents' busyness and work activities are pretty high, parents' lack of understanding in educating children in the family environment, the impact of social interactions in the surrounding environment and the impact of digital media are thought to be able to influence the development and achievement of student learning outcomes negatively (Nurhafizah et al., 2023). One alternative to overcome this conflict is through integrated character education, which combines and optimizes informal education activities in the family environment with formal education at school (Julaiha, 2014). In this case, Nasarudin Latif said, "Children must be prepared physically and spiritually so that they can stand on their own feet and live as human beings who are beneficial to religion and the nation (Baroroh, 2023). But nowadays, Indonesia is experiencing a degradation in character education, all of which is based on an increase in juvenile delinquency and the moral decadence of its society to an alarming level. For juvenile delinquency alone, it has reached 63%. Even juvenile delinquency has spread to the school level. The high level of crime (gangsters) is rampant. Besides that, many students waste their time just wanting to have fun without thinking about making their achievements. Many of these degradations have resulted in low levels of achievement, which have impacted the nation's social and cultural environment, namely high levels of educated unemployment and the intense competitiveness of the Indonesian government among other countries in the world (Baroroh, 2023).

Education as a formal institution is still said to be lacking. In terms of the apparent function and objectives of National Education based on UUSPN No. 20 of 2003 Chapter Two, Article three is that national education functions to develop abilities and create a dignified national character and civilization to make the life of the nation intelligent, aimed at developing the potential of students so that they become human beings who believe. And have faith in God Almighty, have noble character, be healthy, knowledgeable, capable, creative, and independent, and become a democratic and responsible citizen (Inkiriwang, 2020).

Extracurricular activities are a potential medium for building character and improving students' academic quality. The vision of extracurricular activities means optimal development of potential, talents, and interests, as well as the

growth of students' independence and happiness which is beneficial for themselves, their families, and the community (Adyanto et al., 2018). Extracurricular activities are educational activities outside of subjects to help develop students specifically carried out by education or academic staff who are capable and competent at school (Arifudin, 2022).

Extracurricular activities are provided to spread the talents, interests, and skills of students. As a result, there will be independence, self-confidence, and creativity of students, which means potential human resources that need to be nurtured and developed (Dahliyana, 2017). This is where the seeds of athletes will emerge that will not run out if sporting events at the school as a whole can be carried out as well as possible. Schools should be one of the perfect forums for sports development. Apart from helping students' growth and development, through these extracurricular activities, students can deepen their knowledge related to subjects. It can also help with training efforts, strengthening and forming students' personality values (TRIANA, 2023). Apart from being able to develop and develop talent through training through schools, it is hoped that it can produce outstanding athletes. Because achievements cannot be created or made in a short time, achievement training must be started from an early age in order to have athletes who excel. Therefore, they are trained professionally.

What differentiates pencak silat from other types of sport is that pencak silat can increase self-confidence, not practically give up hope, be honest, never give up, and foster a warrior spirit. Apart from being physical, it can also train the mind and mind, be disciplined and train us to think and use muscles. Pencak silat means a traditional sport, a noble cultural heritage of the Indonesian people. Therefore, we must preserve it and develop it. One of the conservation and development struggles is carried out through school channels, namely through extracurricular martial arts pencak silat.

This is as stated by Pandji Oetojo, that pencak silat is the creation of krida or the work of processing logic, will, and feeling based on enlightenment or human nature to become a direct and social creature created by God Almighty, consisting of 4 aspects which are one unit. The round ones, namely the mental-spiritual, martial arts, arts, and sports aspects. These four aspects, both individually and as a whole, contain educational material relating to attitudes and ideal traits, namely behavior and traits that are ideal for personal life, social life, and the state. In producing strong character, character, and personality behavior both physically and mentally, apart from through school forums, one of which is through pencak silat martial arts education, which is Indonesia's original cultural heritage. The aim of education in Pencak Silat is to produce people who believe and are devoted to the Almighty God, have a noble personality, love friendship, peace, humility, are able to control themselves, are disciplined, self-confident, are resistant to trials, and so on (Karo-Karo, 2018).

The touch of pencak silat implemented in global education, starting from the basic level, will be beneficial in forming national cadres who have a patriotic spirit, noble personality, Discipline, and devotion to God Almighty, likewise, according to Johansyah Lubis, said that the basic movements of pencak silat are scheduled,

directed, coordinated and controlled motions which have aspects of being one unit, namely mental, spiritual, martial arts, sports, and cultural arts aspects.

As the Minister of Education (2014-2016) Anis Baswedan, the government also supports the formation of children's character through pencak silat in schools. Because pencak silat teaches children about honesty, Discipline, and chivalry, this was conveyed by the Ministry of Education and Culture as follows: "Minister of Primary and Secondary Education Anis Baswedan said he would support the development of pencak silat in Indonesia. Because pencak silat forms a human character, who is trustworthy and disciplined.

Similar research was conducted by Arrozy Anwar and Muhammad Khoirul Mufti, who discussed extracurricular activities as character formation in Madrasah Ibtidaiyah and Junior High Schools (Sari, 2018). Meanwhile, this research examines the implementation of character education through extracurricular pencak silat (Anwar, 2021). The results of previous study show that the process of character formation is through giving advice, habituation, and warnings and explaining the character of Discipline only. Meanwhile, this research examines the process of implementing character education through 3 stages, namely the value transformation stage, the value transaction stage, and the value transinternalization stage, and producing the values of purity, responsiveness, and responsiveness.

In pencak silat, persistence is needed in practice. Small examples such as orderly arriving at the training place on time, orderly shaking hands and saying hello to coaches and fellow students, orderly use of training attributes, and orderly participation in training activities can form character in students (Aziz et al., 2002). Pencak Silat extracurricular activities are based on and have a direction for developing students' personality to instill character values and basic norms. It is hoped that students will be able to balance the physical, spiritual, intelligence, and emotions.

The values in pencak silat really need to be instilled to form character in students, even though character values are something that is not easy to implement. Even though nowadays, pencak silat is often claimed to be unable to form good character education in the eyes of society, especially in Lamongan. Whatever type of pencak silat school it is. Pencak silat is considered harmful, especially for children. Many guardians of students are reluctant to let their children learn this martial arts for the reason that their minds are immature, so it only makes them pretend to be "champions," and they are afraid of doing things wrong with their abilities and also because they are still under parental supervision. Hence, as a result this martial art is not helpful for them. Children. Therefore, research on the implementation of character education through extracurricular pencak silat is relevant to carry out. The study aims to find out 1) how character education is done through pencak silat extracurriculars? and 2) What are the results of the implementation of character education through extracurricular pencak silat. With a deeper understanding of the implementation of character education through extracurricular pencak silat, it is hoped that appropriate steps can be identified to shape character, and it is hoped that this can

contribute to efforts to reduce juvenile/student delinquency and create a peaceful environment.

Method

In this research, researchers used qualitative research. According to Bogdan and Taylor in Moleong, qualitative methodology is a research procedure that produces descriptive data in the form of written or spoken words from people and behavior that can be observed (Rukminingsih & Latief, 2020). Qualitative research aims to understand social phenomena holistically and explore them more profoundly and more understanding.

This research process is inductive, where the researcher observes, analyzes, and makes conclusions (Ahyar et al., 2020). This is determined through generalizations where qualitative assumes that each individual, culture, and setting is unique and essential (Sugiono, 2017). In this research related to the implementation of character education through extracurricular pencak silat at SMK NU 1 Sukodadi, researchers used qualitative research methods because the problems studied are related to behavior, actions that refer to the formation of student character through extracurricular pencak silat which will be implemented well at school.

Result and Discussion

1. School Perceptions Regarding Character Education

Education is a conscious and planned effort in the process of guidance and learning for individuals to grow and develop into independent, responsible, creative, knowledgeable, healthy, and moral (character) human beings (Darmuki et al., 2022). Meanwhile, the character itself is defined as a character, psychological traits, morals, or manners that differentiate a person from others. Character education provides views on various types of life values, such as honesty, intelligence, caring, responsibility, truth, beauty, goodness, and faith (Sukatin & Al-Faruq, 2021).

Based on the results of interviews conducted by researchers with the head of the school curriculum, the extracurricular pencak silat trainer, and one of the students who is a member of the extracurricular pencak silat, it can be seen that the school community's perception of character education which the head of the curriculum will explain, M. Muhlis Andi Salam, namely character. These students can be formed through education in institutions, curricula, and extracurricular activities in institutions. Apart from that, he also said that character education is critical, not only in the family environment, but in educational environments/institutions, where character can also be instilled. He conveyed this regarding character education: "Character education has existed since the founding of SMK Nu 1 Sukodadi. It used the 2006 curriculum (KTSP) in the RPP. It mentioned character education, but it was less focused, and then the 2013 curriculum began to be mentioned as being more focused. Character education until then, in the 2018 revision, it was perfected again. In

fact, the 2013 curriculum was quite good in instilling character education, such as midday prayer activities to shape the character of religious students. Then, the midday prayer congregation shapes the character of disciplined students, such activities have not yet been implemented. Of course, there is in the family environment."

Meanwhile, according to extracurricular pencak silat trainers, character education is an activity in order to shape the character of a student so that they can prepare themselves and behave well and correctly in life in society. In line with the explanation from Mr. Faisal Nur Cahyo as a pencak silat extracurricular trainer, he said: "Character education according to the independent curriculum is actually complex, and that is found in the pencak silat extracurricular, the independent curriculum frees students to learn and have character. "Even though in the PTSL KTSP curriculum, character values in pencak silat are taught." According to one of the students, a member of the pencak silat extracurricular, Dwi Anggraini, who in this case represents all the members of the extracurricular pencak silat at Smk Nu 1 Sukodadi, said: "So in my opinion, character education is a good and positive example or role model given by parents, teachers, and coaches. To children or students, in my opinion, the character itself is personality, attitude, and behavior."

2. Character Education Process Through Extracurriculars Pencak Silat

Character education is an educational system that seeks to instill positive character values in students. This character education is carried out in various ways, including extracurricular pencak silat activities at SMK NU 1 Sukodadi. As Saptono said, character education is a deliberate effort to develop good character (Good Character) based on core policies (Core Virtues) that are objectively good for individuals and society. Through nature, someone will be able to judge how that person is.

SMK NU 1 Sukodadi is a school that continually strives to provide character education to its students by conveying 18 values that form national character, one of which is through extracurricular pencak silat activities. Pencak silat itself is one of the original Indonesian cultures and sports, which, of course, must be preserved because it contains many teachings that reflect the character of the nation. Even though this school has not been able to implement all 18 character education values, SMK NU 1 Sukodadi always tries to implement them through learning, curriculum, and extracurricular activities.

3. Results of the Implementation of Character Education through Extracurricular Pencak Silat at SMK NU 1 Sukodadi

Pencak silat extracurricular activities at SMK NU 1 Sukodadi are activities that provide a forum for developing potential and exploring students' talents and interests. This activity is also a means of minimizing harmful activities that students will carry out if they do not have activities. With this activity, students are expected to be able to learn and absorb the values in extracurricular pencak silat activities to become positive energy for themselves so that they can produce a generation of outstanding martial

artists. Pencak silat extracurricular activities are also a form of preserving local culture. Pencak silat is a martial art native to the archipelago that was passed down by our ancestors, which then requires students to understand the local cultural heritage so that it can be preserved, cultivated, and also developed by the nation's successors, especially considering that the current young generation is starting to forget the local culture and prefer foreign culture. This is also a way for educational institutions to facilitate student activities outside of class hours to accommodate students' talents and interests and explore the potential within students.

Learning pencak silat, also has a role in achieving achievement in terms of character education, which shapes and builds the mindset, attitudes, and behavior of students. Pencak silat activities have many learning basics, including physical training, philosophy, skills, and spirituality, so there are quite a few things that can be learned in learning pencak silat, which can then be implemented in everyday life by students. This is in line with what was conveyed by M. Muhlis Andi Salam as Head of Curriculum, who said: "What is visible and stands out from the students who take part in extracurricular activities is that when they go to school they are always disciplined, enthusiastic when taking part in learning, responsible when there is homework, good language. And correct when communicating, excelling in pencak silat sports events, and being polite/civilized with teachers and friends".

Faisal Nur Cahyo, the pencak silat extracurricular trainer, said: "From the extracurricular pencak silat training process for character education, the first result is getting to know each other, because at SMK NU 1 Sukodadi, from various class levels and various majors, by getting to know each other, a closeness arises. , care for others, and the spirit of having a school emerges. Second, there is a disciplined attitude because you are used to being forced to practice and being forced to leave on time. Third, it can channel students' talents and interests. The fourth most important thing is that students are taught to be polite to everyone. Not only that, through pencak silat, students can also achieve achievements."

Then, based on the results of an interview with one of the students who was a member of the pencak silat extracurricular, he said: "Apart from sports and martial arts, you also have lots of friends, increase your discipline and become a more confident person." The results of the interview explain that various kinds of characters are produced from pencak silat extracurricular activities, including discipline, self-confidence, enthusiasm, responsibility, caring for others, good manners, and so on. Based on the results of interviews conducted by researchers with several sources, it can be seen that the perception of school residents regarding the meaning of character education is that education makes a person have a better personality attitude so that it can become a provision and guide in society. Character education is necessary to be given to students in schools as an effort to overcome the negative impacts caused by globalization. This is in line with Law no. 20 of 2003 concerning the

National Education System Article 3 mandates that national education functions to develop abilities and shape the character and civilization of a dignified nation in order to educate the life of the country, aiming to create the potential of students to become human beings who believe and are devoted to God Almighty, have good morals. Noble, healthy, knowledgeable, capable, creative, independent, and a democratic and responsible citizen.

Conclusion

The character education process implemented through extracurricular pencak silat activities can go through several stages. In the first stage, a trainer explains or offers basic material knowledge, spiritual material, motivation, and advice. In the second stage, a trainer invites students to carry out positive activities through words and actions. This stage is also called the value transaction stage. The third stage is value transinternalization. Namely, students are required to implement or practice character values in everyday life. The results of the implementation of character education through extracurricular pencak silat at SMK NU 1 Sukodadi were carried out well and produced the character values of purity, responsiveness, and responsibility.

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