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COMPARISON OF COMMANDO TEACHING STYLE AND RECIPROCAL TEACHING STYLE TOWARDS LEARNING OUTCOMES OF EMPTY HANDS SINGLE TRICKS IN PENCAK SILAT LEARNING

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Abstract

The research aims to find out the difference of the effect of the application of the teaching style of command and reciprocally to increased skill martial art of Pencak Silat in SMAN 6. The method used is the method research of experimentation, this research design using a Pretest Posttest Design Group. The population in this research is the students of class X high school. The sample in this study is 20 students from the high school. The technique of sampling using Random Sampling which are divided into two groups, the 10 students into the teaching style of command and 10 students into the reciprocal teaching style. This research uses the IPSI matches form the instrument. The data was processed using the program Microsoft Office Excel 2010 using the t test of the difference of two forms of the style of teaching. From the results of the calculation obtained value t calculate of 2.53, with a value of t for table 18 dk is 1.73, so t count is in the area of the rejection of H_0 t count \geq t table ($2.53 \geq 1.73$). So it can be concluded that there is a difference in the skills of a single empty handed fighting style art students who were taught by a teaching style of command and taught a style of teaching the reciprocal. Based on those results indicate the reciprocal teaching style to exert influence over the results of a study of a single empty handed fighting style in study Pencak Silat style taught students from the command. Recommendation 1) Using the reciprocal learning teaching style sports martial arts 2) Publication use of the teaching style of command and the reciprocal learning martial arts to physical education teacher.

Keywords:

Teaching Style, Command, Reciprocally, Art Of Motion Of Martial Arts Pencak Silat Style Single Empty Handed.



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Introduction

The use of the teaching style itself is not a new thing in the world of education. In general, teachers have implemented it in schools. It's just that, for physical education, the style that tends to be used is the command teaching style. Especially in SMAN 6 schools, physical education teachers are more likely to use the command teaching style in the delivery of their teaching materials. So that students feel bored and saturated when they have to be ordered to do the movements that the teacher wants. So that the creativity of students is limited by the orders of the teacher. Along with that, we can raise a question whether there is no other teaching style that can be used and applied in the implementation of physical education learning other than the command teaching style? As a teacher, of course, we must try to find a way out to address the problem so that the teaching and learning process is more innovative.

Departing from the above exposure, as physical education teachers, we must prepare and use teaching styles and learning approaches that not only make the learning process look interesting, but also provide space for students to be creative and actively involved directly throughout the learning process. Until the cognitive, affective and psychomotor aspects of students can also develop simultaneously.

In line with the use of teaching style as a teaching implementation tool, teaching style is also a form of approach that can improve student learning outcomes. The teaching style can be applied in a variety of subjects, in this case we are discussing physical education. Physical education is essentially learning motion, where a person's motor function is indeed prepared in such a way as to be able to go towards behavior change as a result of learning and practicing. In the physical education curriculum for upper secondary schools, martial arts has been included as one of the subjects in physical education learning.

Based on observations made in the field, it can be seen that the results of learning martial arts at SMAN 6 are still not optimal. This can be seen when students perform a series of single-handed- handed movements, the movements performed are still not in accordance with the actual movements so that the learning and results of the series of motions have not been maximized. To respond to the above problems, an appropriate teaching style is needed in providing learning so that students can perform martial arts movements, especially the single empty-handed move correctly and the results are expected to be maximized. If so far the physical education teacher presents a single-handed- handed martial arts learning material using the command teaching style, then on this occasion the author presents learning using a reciprocal teaching style.

Based on the results of the author's observations in the field, in this study the author is interested in trying to apply two different teaching styles, namely the command teaching style and the reciprocal teaching style in improving the movement skills of the empty-handed single move in the art of martial arts in SMAN 6 schools so that they can find out which style is suitable to be applied and which style can improve his movement skills well. Because in the command



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teaching style, the teacher is the most prominent or dominant in making all learning activities, while students must obey all teacher instructions and students always follow or imitate the example of their teacher. Whereas in the reciprocal teaching style the teacher's actions are as a mediator in improving the ability of students to solve problems during the learning process and the teacher gives the task to students to form groups in pairs in the learning process. From the explanation above, it can be seen that the difference between the two teaching styles is between the command teaching style and the reciprocal teaching style. Therefore, in this study, the author is interested in taking the title "Comparison of Command Teaching Style and Reciprocal Teaching Style towards Learning Outcomes of Empty Hand Single Tricks in Pencak Silat Learning".

Methods

The experimental method that the author uses aims to determine the effect and comparison of two teaching styles, namely the command teaching style and the reciprocal teaching style in the mastery of learning the martial art of pencak silat. The independent variables in this study were the command teaching style and the reciprocal teaching style. The dependent variable is the result of which teaching style is effective in mastering the movement of the martial art of pencak silat.

The research design used in the study with the title "Comparison of Command Teaching Style and Reciprocal Teaching Style on Learning Outcomes of Empty Hand Single Tricks in Pencak Silat Learning, namely experimental design. The design that the researcher uses is the Pre-test & Post-test Group Design, according to Sugiyono (2014, pp. 112-113) saying that "In this design there are two groups that were chosen randomly, then given a pretest to find out if there were differences between the experimental groups in the initial state". The reason the author uses this research design is because this design is used for experimental research and there are external variables that also influence the formation of the dependent variable. So the experimental results which are the dependent variable are not solely influenced by the independent variables. In this design concept, there is a pretest before the treatment is given. Thus the results of the treatment can be known more accurately, then the results from the pretest become an initial assessment in providing treatment to the final test.

Participant

To examine a research problem the data source and in general the data source is called the population and research sample. Accuracy determines the population and sample that will determine the degree of success that will be carried out or carried out. In this study, the research location is located on Jl. Dr. Wahidin Sudirohusodo No. 79, Sukapura, Attorney General's Office, Cirebon City, West Java 45122. The main reason for choosing the research location at SMAN 6 was based on the discovery of problems in providing material by physical education teachers who only provided technical material and lacked movement art material so that students could master the art movements. Martial arts martial arts owned

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by students who take part in this martial arts learning.

Population & Sample

Based on this explanation, it can be said that the overall population of the subjects to be taken. The population in this study were students who took part in the learning of pencak silat at SMAN 6as many as 30 students and only 20 people were active. The sampling technique in this study was simple random sampling. The researcher took a sample of 20 students of class X Social Sciences 1 and 4, divided into two groups, namely 10 students who took the test using the commando teaching style and 10 students took the test using the reciprocal teaching style.

Instrument

In this research, research instruments are needed, research instruments are tools that are reconsidered accurate to collect and obtain data. As stated by Sugiyono (2014, p. 148) "Research instrument is a tool used to measure the observed natural and social phenomena". Specifically, all of these phenomena are called research variables. The success of the research is largely determined by the instrument, because the data to answer the research hypothesis is obtained through the instrument used. The instrument in this study used the official instrument for assessing IPSI single moves in a match, then the instrument was simplified by the researcher with various considerations to suit the conditions of the research subjects in the field. The test in this study was conducted to determine the mastery and movement skills of the single empty-handed martial art of pencak silat.

This author's research uses the performance test instrument from PB IPSI:

According to PB IPSI (in Amjad, 2016, p. 57) it is stated that the assessment of pencak silat is as follows:

- a. The right of movement, including:
 - 1) Movement truth
 - 2) Movement order
 - 3) Correct sequence of moves

The value is calculated from the number of Empty-Handed Single Kick movements minus movement errors.

- b. Stability, includes elements:
 - 1) Stability of motion
 - 2) Stability of movement rhythm
 - 3) Stability of appreciation of motion
 - 4) Strength and stamina

Giving a value between 50 to 60 which includes the four elements of stability.

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Table. 1 Pencak Silat Single Principal Assessment Blank

VALUE DATA								
CATEGORY	:	SINGLE	MAN		WOMAN	DETAILS OF SKILLS		
SINGLE NUMBER	:		NAME	:		CONTINGENT	:	
ELEMENTS OF VALUE			1	2	3	4	5	6
EMPTY HANDS KICK								
- MOVEMENT DETAILS - MOVEMENT SEQUENCE - MOVEMENT NOT FOUND - KICK SEQUENCE		7	6	5	7	6	8	
		7	13	18	25	31	39	
TOTAL TRUTH VALUE :						-		
STABILIZATION / RESPECT / STAMINA (VALUE LIMIT 50 – 60)								
Judge's Name	:		Signature		Date			
Jury Number	:							
Total Value	:							

Source: Kurniawan, A. (2015). Pencak Silat Single Kick Assessment Form. [On line]. Accessed from <https://edoc.site/blangko-penilaian-jurus-tunggal-pdf-free.html>.

Procedure

The research procedure to be carried out in this study has several stages as follows:

1. Preparation stage: the initial stage is to determine the population and the research sample population in this study is SMAN 6 students with class X Social Sciences 1 and 4 samples, preparing materials, preparing research equipment, and research instruments to be used. The instrument that will be used in this research is an instrument that can assess student learning outcomes from the aspect of student appearance and prepare lesson plans that will be used in the learning process.
2. Pre-test stage: an initial test was conducted to determine the level of knowledge of students from the command and reciprocal teaching style group sample regarding the mastery of single- handed skills before being treated with the use of teaching styles.
3. The stage of determining the research subjects: learning is carried out in the teaching style group by using the command teaching style and the reciprocal teaching style.
4. The stage of determining the number of meetings in providing learning treatment using the teaching style in the command teaching style group and the reciprocal teaching style group with a total of 12 meetings.

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The research process on learning pencak silat (empty-handed single moves) was carried out in 12 meetings due to the frequency of training by Tite Juliantine, et al (2007: 3.9) argued that the trainers agreed that training 3 times a week would increase strength without any chronic risk and in Ardana Neswari's research (2016, p. 41) has been carried out on the grounds that the number of meetings requires a lot of time because: "The empty-handed single move movement is very complex so it requires a lot of time for the learning process and 2 meetings to carry out the pre-test and post-test". So the researcher decided to determine the number of meetings as much as 14 times adjusted to the limited ability and time of the researcher so that 14 meetings were considered in accordance with the needs of the research process.

5. Post-test stage: a final test was conducted to determine whether there was an increase in the learning outcomes of pencak silat (empty-handed single moves) in the command teaching style group and the reciprocal teaching style group after the treatment.
6. Data analysis stage: the data obtained were analyzed using a statistical method that compared the results of the pre-test and post-test of the command teaching style group and the reciprocal teaching style group after being given treatment using the teaching style.
7. Hypothesis testing stage: at this stage conclusions are drawn to reject or accept the temporary hypothesis that has been proposed by the researcher based on the processing of research data.
8. Conclusion drawing stage: the researcher's final conclusion is drawn based on hypothesis testing.

The stage of giving treatment according to the existing schedule, which can be seen in the tables follows:

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Table. 2 Command and Reciprocal Teaching Style Research Implementation Schedule

No.	Date and time	Activity	Theory
1	Monday, 04 February 2019	<i>Pre-Test</i>	Practicing empty-handed single moves before the learning process properly and correctly.
2	Wednesday, 06 February 2019	<i>Treatment 1</i>	Empty-handed single move learning (step 1)
3	Thursday, 07 February 2019	<i>Treatment 2</i>	Empty-handed single move learning (step 2)
4	Monday, February 11, 2019	<i>Treatment 3</i>	Empty-handed single move learning (step 3)
5	Wednesday, February 13, 2019	<i>Treatment 4</i>	Empty-handed single move learning (step 4)
6	Thursday, February 14, 2019	<i>Treatment 5</i>	Empty-handed single move learning (step 5)
7	Monday, February 18, 2019	<i>Treatment 6</i>	Empty-handed single move learning (step 6)
8	Wednesday, February 20, 2019	<i>Treatment 7</i>	Empty-handed single move learning (step 7)
9	Thursday, February 21, 2019	<i>Treatment 8</i>	Empty-handed single move learning (step 1, 2)
10	Monday, February 25, 2019	<i>Treatment 9</i>	Empty-handed single move learning (steps 3, 4)
11	Wednesday, February 27, 2019	<i>Treatment 10</i>	Empty-handed single move learning (step 5, 6)
12	Thursday, February 28, 2019	<i>Treatment 11</i>	Empty-handed single move learning (step 7, 1)
13	Monday, 04 March 2019	<i>Treatment 12</i>	Empty-handed single move learning (step 2, 3)
14	Wednesday, March 13, 2019	<i>Post-Test</i>	Practicing empty-handed single moves after being given treatment properly and correctly.

Based on the research time mentioned above, the treatment was given 12 times, namely each treatment was carried out within 3 X 45 minutes, while the pre-test and post-test were carried out within 3 X 45 minutes. In this study, the treatment was given using the command and teaching style reciprocal teaching style with empty-handed single stance material during the learning process.

Data Analysis

In processing and analyzing the data in this study, the authors obtained data based on the results of the initial and final tests on learning the art of single-handed pencak silat movement. This is in accordance with the purpose of the research that the author conducted, namely to determine the effect of the application of the commando teaching style and the reciprocal teaching style on the improvement of the empty-handed single-handed pencak silat movement at SMAN 6 using experimental research methods.

In the initial test, the researcher did not give any treatment beforehand. The treatment was given after the initial test, namely by providing teaching using the command teaching style and the reciprocal teaching style. In the treatment, the researcher saw and observed whether or not there was an increase in each teaching style applied from each group. After being given treatment for several meetings, the researchers conducted a final test to see the improvement in the art of pencak silat

movement in a single empty-handed stance to obtain data from the study. However,

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the data from the results of this test is still raw data, so it must be processed and analyzed statistically in order to get a conclusion from which style application is significant to the improvement of the art of pencak silat empty-handed single stance.

Result

Table 3 Calculation Result Data of T-Test Pre-Test and Post-Test With Application of Commando Teaching Style

t-Test: Two-Sample Assuming Equal Variances		
	PRE TEST	POST TEST
Mean	77.7	86
Variance	5.34	4
Observations	10	10
Pooled Variance	4.67	
Hypothesized Mean Difference	0	
Df	18	
t Stat	-8.59	
P(T<=t) one-tail	0	
t Critical one-tail	1.73	
P(T<=t) two-tail	0	
t Critical two-tail	2.1	

$$t = \frac{\bar{x} - \bar{y}}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$t = \frac{86 - 77.7}{\sqrt{\frac{5.34}{10} + \frac{4}{10}}} = \frac{8.3}{\sqrt{0.934 + 0.4}} = \frac{8.3}{\sqrt{1.334}} = \frac{8.3}{1.155} = 7.18$$

$$dk = (n_1 + n_2 - 2) = (10 + 10 - 2) = 18 \rightarrow 1.73$$

$$8.59 > 1.73$$

Based on the results of calculations, obtained $t_{count} = 8.59$ While $t_{table} = 1.73$ at the significance level $\alpha = 0.05$ with degrees of freedom (df) = 18. The value of t_{count} is greater than t_{table} then H_0 is rejected and H_a is accepted. So, it can be concluded that there is a significant influence of student learning outcomes using the commando teaching style.

Table 4 Calculation Result Data of T-Test Pre-Test and Post-Test With the Application of Reciprocal Teaching Style

t-Test: Two-Sample Assuming Equal Variances		
	PRE TEST	POST TEST
Mean	79.6	88
Variance	4.04	2.22
Observations	10	10
Pooled Variance	3.13	
Hypothesized Mean Difference	0	
Df	18	
t Stat	-10.61	
P(T<=t) one-tail	0	
t Critical one-tail	1.73	
P(T<=t) two-tail	0	
t Critical two-tail	2.1	

$$t = \frac{\bar{x} - \bar{y}}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

$$t = \frac{88 - 79.6}{\sqrt{\frac{4.04}{10} + \frac{2.22}{10}}} = \frac{8.4}{\sqrt{0.626 + 0.222}} = \frac{8.4}{\sqrt{0.848}} = \frac{8.4}{0.921} = 9.12$$

$$dk = (n_1 + n_2 - 2) = (10 + 10 - 2) = 18 \rightarrow 1.73$$

$$10.61 > 1.73$$

Based on the results of calculations, obtained $t_{count} = 10.61$ While $t_{table} = 1.73$ at the significance level $\alpha = 0.05$ with degrees of freedom (df) = 18. The value of t_{count} is greater than t_{table} then H_0 is rejected and H_a is accepted. So, it can be concluded that there is a significant effect of student learning outcomes using reciprocal teaching styles.

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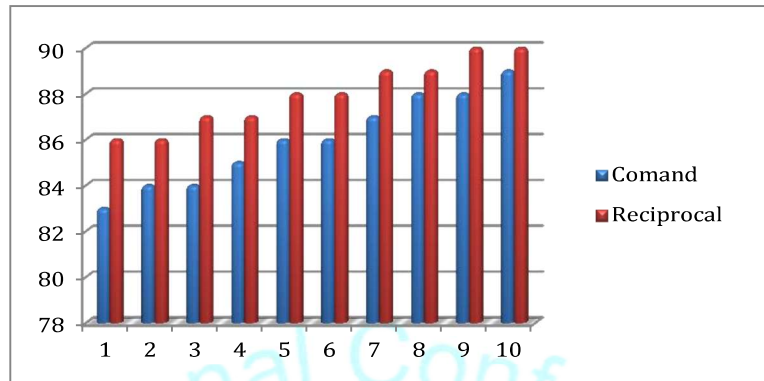


Fig 1. Graph of differences in learning outcomes for Command and Reciprocal teaching style skills

Discussion

Based on research shows that using a reciprocal teaching style further improves student learning outcomes, this is different from what was previously done by Wina Nuraida (2016) entitled "Comparison of Command Teaching Styles and Reciprocal Teaching Styles on Increasing Tarung Derajat Martial Arts Skills" In this study, it was found that there was no significant difference regarding the command style or reciprocal style which was superior in improving the learning outcomes of first-degree fighting martial arts movement skills. From the findings of Wina Nuraida, I found a new finding that there is a more significant increase in learning outcomes for the art of pencak silat movement with bare hands, this can be seen from the difference in the average of the two teaching styles, namely the teaching style with 83 while the reciprocal style is 84. This is because in giving treatment for teaching style the command is given to the teacher directly while the teacher is not directly involved in the application of the responsive teaching style but the sample helps and if there are difficulties the new teacher gives direction because in this style the teacher teaches only as a facilitator, so in the final test had different improvement results.

Based on the description, it can be stated that the application of the reciprocal teaching style and the commando teaching style affect the learning outcomes of pencak silat learning. Through this, students will more easily understand the subject matter provided by the teacher so that they are able to practice it well. Thus, the reciprocal teaching style is able to give more influence than the commando teaching style on the learning outcomes of the empty-handed single art movement. Therefore, the reciprocal teaching style is able to improve student learning outcomes of pencak silat martial arts.

Conclusion

From the results of observations and researchers, which are based on the results of processing and analyzing data through statistical procedures, researchers can draw conclusions as a result of this research process, which include:



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1. Commando teaching style has a significant influence on improving the art skills of single-handed pencak silat movement.
2. The reciprocal teaching style has a significant effect on improving the art skills of single-handed pencak silat movement.
3. The reciprocal teaching style has a more significant effect on improving the art skills of single-handed pencak silat movement.

Acknowledgment

Based on the results of the research that has been done, there are several things that the author will convey as recommendations and recommendations as follows:

1. To the teachers of physical education and martial arts teachers, this study proves that the application of the teaching style resulting from the command and the teaching style has a significant effect, but the teaching style that is more significant than the two teaching styles is the teaching style which has a different effect. So the authors suggest to use a reciprocal teaching style in martial arts learning.
2. To fellow students who will conduct research on the application of teaching styles and reciprocal teaching styles, the authors propose to look for variables and research samples that are more relevant for the advancement of education science, especially in the field of physical education.
3. It is necessary to publish the use of command and reciprocal teaching styles in self-defense learning to physical education teachers and martial arts teachers related to the world of education.

Conclusions and suggestions that researchers can convey, hopefully the results of this research can be useful for writers and especially for readers, and in general become new discoveries that mean the progress of physical education in Indonesia.

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