Effectiveness of the Direct Instruction Model in the Merdeka Curriculum on Basic Pencak Silat Technique Skills at SMPN 1 Majalaya

Fika Aulia Rahma*, Akhmad Dimyati, Evi Susanti

Program Studi Pendidikan Jasmani Kesehatan dan Rekreasi, Universitas Singaperbangsa Karawang, Jl. HS Ronggo Waluyo Puseurjaya, Teluk Jambe Timur, Karawang Jawa Barat 41361, Indonesia

ARTICLE INFO

A B S T R A C T

Education is a means or bridge for humans to be able to develop their potential through the learning process they have obtained. The implementation of physical education learning will be ineffective, because the learning model chosen by the teacher is inaccurate, because the learning model will influence student learning outcomes, so it is necessary to use a learning model that can be applied and adjusted based on the characteristics of the learning material. The aim of this research is to find out about the effectiveness of the direct instruction learning model on the basic pencak silat technical abilities of grade 7 students at SMPN 1 Majalaya. The method used in this writing is an experiment with a One-Group Pretest-Posttest design. Based on the results of the Wilcoxon test table, the Sig value is known. (two tilled) of $0.000 < 0.05$, then the hypothesis is accepted. So it can be concluded that there is a difference between the pretest and posttest which means that the use of the direct instruction model is effective in basic techniques in learning pencak silat at SMPN 1 Majalaya. This is also supported by the average N-gain percent value of 60% which is in the table. The criteria indicate a fairly effective level.

1.   Introduction

According to Fitri (2021), education is a means or bridge for humans to be able to develop their own potential through the learning process they have obtained. And the implementation of education aims to shape students' personality, morals, grow and develop religious attitudes. Meanwhile, Dimyati (2019) believes that education is a basic need for every human being to ensure the continuity of their life so that it is more useful. With education, humans are able to survive by building good relationships with others so that their life needs are met easily.

Ideally, education should be given from an early age so that in adulthood the values contained in that education are easier to apply. The function of education is to eliminate all sources of people's suffering such as ignorance and backwardness, as well as education national function is to develop capabilities and shape the character and civilization of a dignified nation in order to make the nation's life more intelligent (Sujana, 2019).

According to Ornstein & Hunkins in (Suryaman, 2020:16) the curriculum must enable students to understand the nature of life and have the ability to improve the quality of their lives both individually and in society through the knowledge they study and what they learn. In line with the definition of curriculum according to UUSPN No. 20 of 2003 in the journal Suherman, (2018) is a set of plans and arrangements regarding objectives, content and learning materials as well as methods used as guidelines for organizing learning activities to achieve certain educational goals.

The curriculum is always updated, but of course the improvement of the curriculum is influenced by various factors, one of which is keeping pace with the rapid progress of science and technology which is so massive in the field of education. Currently the curriculum used in education is the independent curriculum. The Merdeka Curriculum was developed as a more flexible curriculum framework, while focusing on essential material and developing the character and competencies of students. The main characteristics of this curriculum that support learning recovery are project-based learning for the development of soft skills and character according to the Pancasila student profile and a focus on essential material so that there is sufficient time for in-depth learning for basic competencies such as literacy and numeracy as reported by Barlian (2022).

The concept in the independent learning curriculum is that it demands independence for students. The meaning of the word independence is that every student is given the freedom to access the knowledge obtained from both formal and non-formal education. This curriculum does not limit the concept of learning that takes place at school or outside school and also demands creativity from teachers and students. (Manalu, 2022). The Merdeka Curriculum is a curriculum with diverse intracurricular learning where the content will be more optimal so that students have enough time to deepen concepts and strengthen competencies. Teachers have the freedom to choose various teaching tools so that learning can be tailored to the learning needs and interests of students. (Putra, in Ariga, 2022).

Freedom to learn is freedom to think, where the essence of freedom to think must start from teachers as the driving force of national education. With this independent learning program, it is hoped that it will be able to increase the stimulation of brain motor work in understanding subject matter or science by prioritizing character values so as to produce superior human resources. The essence of independent learning is exploring the greatest potential of teachers and students to continue to innovate and improve the quality of learning independently (Rahmansyah, 2021).

In the implementation of physical education learning, ineffectiveness occurs, due to the lack of precision in the learning model chosen by the teacher, because the learning model will influence student learning outcomes. This is reinforced by Mabrur's statement, (2021) that in physical education learning it is necessary to use a learning model that can be applied and adjusted based on the characteristics of the learning material. According to Joyce & Weil in Khoerunnisa & Aqwal, (2020) argue that a learning model is a plan that can be used to form a curriculum (long-term learning plan), design learning materials, and guide classroom learning. As explained by (Sueni, 2019), a learning model is a basic learning framework whose content contains a variety of subject content that is in accordance with the characteristics of the basic framework.

The benefits of learning models for teachers according to Mulyono in (Octavia, 2020).

   a. It makes it easier to carry out learning because the steps taken are in accordance with the time available, the goals to be achieved, the students' absorptive capacity and the availability of equipment to be used.
   b. Can be used as a tool to encourage student motivation in the learning process.
   c. Assists in analyzing student behavior, both individual and group, within a short period of time.
   d. Makes it easier to take into consideration when planning Classroom Action Research (PTK) in order to evaluate to improve the quality of learning.

Thus, it can be understood that the learning model is used to ensure the achievement of competencies and learning objectives. In addition, it helps teachers improve their ability to better understand their students' potential and enables teachers to design learning models that help students learn well and achieve good learning outcomes.

One learning model that can be used in physical education learning, especially in pencak silat learning, is the direct instruction model. In this direct learning model, the teacher can be said to be the leader of instruction who is the source of learning content, learning management, and student order in learning. Suherlan, (2019) said that the direct instruction model is able to improve students' movement abilities. After students are given treatment, there will be an increase in the students' movement skills. This increase occurred because in the learning process students were actively involved in carrying out learning and were guided appropriately by the teacher. The teacher who serves as an instructor is able to provide examples of movements, as well as being an evaluator in improving the movements made by students.

According to Heriyanti & Gumay, (2018) the direct instruction model is an approach or technique for transferring knowledge from the teacher which is carried out in stages and maintains academic achievement or student learning outcomes. As Carin argues in Alit, (2019), direct instruction guides and helps students to see the learning outcomes of each stage by stage which are carried out

systematically. DI or direct learning is based on behavioristic learning theory which focuses on establishing concepts and changing behavior as learning outcomes that can be observed (Lestari and Yudhanegara in Putri & Sundayana, 2021).

The combination of using a direct learning model (direct instruction) is an educational process through direct interaction with learning resources designed in the syllabus and RPP (Learning Implementation Plan) in the form of learning activities capable of developing students' knowledge, thinking abilities and psychomotor abilities. In this direct learning, students carry out learning activities of observing, asking questions, gathering information, associating or analyzing, and communicating what they have found in analytical activities. The direct learning process produces direct knowledge and skills or what is called instructional effect (Febriyanti, 2022).

According to Shoimin in (Pritandhari, 2017) in the direct instruction learning model there are five very important phases. among others:
1. Phase 1: Orientation / conveying objectives In this phase the teacher provides a lesson framework and orientation to the lesson material. Activities in this phase include:
    a) Preliminary activities to find out knowledge that is relevant to the knowledge that students already have.
    b) Convey learning objectives.
    c) Provide explanations or directions regarding the activities to be carried out.
    d) Inform the material or concepts that will be used and the activities that will be carried out during the lesson.
    e) Inform the lesson framework
    f) Motivate students.
2. Phase 2: Presentation/Demonstration In this phase the teacher can present lesson material, either in the form of concepts or skills. This framework includes:
    a) Presentation of material in steps
    b) Providing examples of concepts
    c) Modeling/demonstration of skills
    d) Re-explain things that students consider difficult or poorly understood
3. Phase 3: Guided practice, in this phase the teacher plans and provides guidance to students to carry out initial exercises. The teacher provides reinforcement for correct student responses and corrects incorrect responses.
4. Phase 4: Checking understanding and providing feedback. In the next phase, students are given the opportunity to practice concepts and skills and apply this knowledge or skills to real life situations. This phase is good for teachers to use to access students' abilities in carrying out tasks, check whether students have succeeded in carrying out tasks well or not, and provide feedback. The teacher monitors and provides guidance if necessary.
5. Phase 5: Independent Practice Students carry out practice activities independently. Students can pass this phase well if they have mastered 85% -

90% of the assignment stages in the guided practice phase. Teachers provide feedback for student success.

Based on observations and interviews conducted by researchers at SMPN 1 Majalaya, in physical education learning there were problems with the pencak silat material. As many as 98 students still haven't done the movements seriously and there are still many who don't know and understand the basic techniques in learning pencak silat properly and correctly. This was confirmed by the physical education teacher himself who stated that judging from the list of test results and physical education practice results for class VII at SMPN 1 Majalaya in 2021, many students had not reached the minimum criteria (KKM) 77.

Based on this background explanation, the author wants to research further on "The Effectiveness of the Direct Instruction Learning Model in the Independent Curriculum on Basic Pencak Silat Technique Skills at SMPN 1 Majalaya"

2.   Methodology

This research is experimental research. This research was conducted using a design in the form of a one group pretest posttest design. In this design, a pretest is carried out to determine the initial condition of the subject before being given treatment (treatment) so that researchers can know more accurately, because they compare the condition before and after, after being given treatment (Sugiyono (2019). Treatment using the direct instruction learning model carried out in students of SMPN 1 Majalaya with a sample of 104 students taken using a simple random sampling technique with a sampling technique using a shake system. The research instrument used the basic movement stages of middle stance, straight punch, front kick in learning pencak silat.

Tabel 1. Front Kick Research Instrument

Indicator	Motion Description	Score			
		1	2	3	4
Initial Attitude	• Look straight ahead • The left hand is far in front of the body while bent at the elbow, the right hand is close to the body • The left leg is in front with the knee bent • The right foot is behind as a support for balance				
Implementation	• The right leg is lifted forward to a height of approximately 90o by bending the knee, the left leg becomes the support • The right leg is pushed straight forward at approximately 135o with the target towards the opponent's chest • The left hand is drawn crosswise close to the body with an open fist,				

	the left hand is drawn crosswise downwards
	• Look straight ahead
Final Stance	• Pull your right leg until it bends at the knee approximately 90°
	• Then the right leg is placed behind, the left leg is in front with the knee bent
	• The position of the left hand is far in front of the body while bent at the elbow, the right hand is close to the body
	• Upright body position

Source : Sumarno & Ma'mun (2020)

Data analysis was carried out to determine the results of the research that had been carried out in the form of using the direct instruction model as a treatment to be able to determine the effectiveness and improvement through treatment using the basic movements of the basic pencak silat techniques provided. Systematic data analysis includes:

1) Perform the Wilcoxon Test

The Wilcoxon test is intended to determine whether there is a difference in the averages of two paired samples. In the Wilcoxon test, research data does not require research data that has a normal distribution. In the Wilcoxon test output with a significance level of 5%, the basic concept of decision making through hypothesis determination is as follows:

a. If the asymp.Sig value <0.05, then the hypothesis is accepted
b. If the asymp.Sig value is > 0.05, then the hypothesis is rejected

2) Ngain-Score

After testing the hypothesis, the researcher continued by looking for the N-Gain score to determine the level of change in the pre-test and post-test results, the researcher used the N-Gain score calculation developed by Hake in 1999, quoted by (Asyhari, 2015) with the following formula :

$$N\text{-}Gain = \frac{Post\ test\text{-}\ pre\ test}{100\text{-}pre\ test}$$

Tabel 2. N-gain Score percentage criteria

Criteria	Percentage
Ineffective	< 40
Less effective	40 - 55
Effective enough	56 -75
Effective	> 76

Source : Asyhari (2015)

3.   Results and Discussion

This research data was collected using a pencak silat front kick test instrument based on the results of the pretest and posttest to determine the effectiveness of the direct instruction learning model on the treatment carried out. The results of descriptive statistical calculation data analysis were obtained as follows :

Tabel 3. Statistics of Front Kick Pretest and Posttest Results

Statistics		Pretest	Postest
N	Valid	104	104
	Missing	0	0
Mean		5.30	9.42
Median		5.00	9.00
Mode		5	9
Std. Deviation		1.487	1.415
Variance		2.210	2.002
Range		6	6
Minimum		3	6
Maximum		9	12
Sum		572	1017

Source : IBM SPSS 25

It is known from research data using SPSS 25 that the pretest studied produced a mean of 5.30 and a mean value on the posttest of 9.42. Conclusions can be drawn based on the results of descriptive statistics calculated from the mean pretest and posttest which experienced a significant increase of 76%.

Tabel 4. Front Kick Pre-test Value Ranges

Value Range	Frequency	Percent	Category
> 11	0	0%	Very good
8,6 - 11	0	0%	Good
6,1 - 8,6	18	17,3%	Currently
3,8 – 6	74	71%	Not enough
< 3	14	13%	Very less

Source : IBM SPSS 25

Based on the table above, it can be seen that the basic technical skill level of pencak silat front kicks for SMPN 1 Majalaya students is in the more or less dominant category considering that the highest frequency is 74 students or 69%. The level of basic front kick technique ability in the very good category is 0% or 0 students, the good category is 0% or 0 students, the medium category is 17.3% or 18 students, the poor category is 71% or 74 students, and very poor is 13% or 14 students.

Tabel 5. Front Kick Post-test Value Ranges

Value range	Frequency	Percent	Category
> 11	9	8%	Very good
8,6 - 11	67	62%	Good
6,1 - 8,6	29	28%	Currently
3,8 – 6	1	1%	Not enough
< 3	0	0%	Very less

Source : IBM SPSS 25

Based on the table above, it can be seen that the level of basic technique of front kick pencak silat students at SMPN 1 Majalaya is that the medium category is more dominant considering that the highest frequency is 67 students or 62%. The level of basic front kick technique ability in the very good category is 8% or 9 students, the good category is 62% or 67 students, the medium category is 28% or 29 students, the poor category is 1% or 1 student, and very poor is 0% or 0 students.

1. Uji Wilcoxon

Hypothesis testing is carried out to determine whether or not there is an improvement in the pre-test and post-test data using the Wilcoxon test and assisted by using the SPSS version 25 program. The basis for decision making used by the Wilcoxon test is as follows:
    a. If the asymp.Sig value <0.05, then the hypothesis is accepted
    b. If the asymp.Sig value is > 0.05, then the hypothesis is rejected

Tabel 6. Uji Wilcoxon

Ranks		N	Mean Rank	Sum of Ranks
Postest - Pretest	Negative Ranks	0[a]	.00	.00
	Positive Ranks	104[b]	54.50	5886.00
	Ties	0[c]		
	Total	104		

Source : IBM SPSS 25

Based on the results of the Wilcoxon test table, it is known that the Sig value. (two tilled) of 0.000 < 0.05, then the hypothesis is accepted. So it can be concluded that there is a difference between the pretest and posttest in the basic pencak silat techniques in physical education learning at SMPN 1 Majalaya.

a. Ngain-Sccore

After testing the hypothesis, proceed with looking for the N-Gain score to determine the level of change in the pre-test and post-test results. The researcher used the N-Gain score calculation developed by Hake in 1999, quoted by (Asyhari, 2015) with the formula as follows. following:

Tabel 7. Descriptive Statistic

Descriptive Statistics	N	Minimum	Maximum	Mean	Std. Deviation
N gain_score	104	.25	.93	.6059	.14882
N gain_percent	104	1300.00	2500.00	1962.9630	252.31363
Valid N (listwise)	104				

Source : IBM SPSS 25

Based on the results of the table above, which was assisted by the SPSS version 25 program, the average N-Gain value was 0.6059 and rounded to a percent, it was 60%, where the criteria table shows a percentage range of 56% -75%, which is in the quite effective category.

4.   Conclusion

The results of research data analysis and hypothesis testing, where students' pre-test and post-test scores showed a significant increase in scores. It can be concluded that based on the results of descriptive statistics calculated from the mean pretest and posttest there has been a significant increase of 76%. This result occurred because we had carried out the steps in using the direct instruction learning model and the increase in the pretest and posttest scores had shown that the aim of using the direct instruction learning model was that students were more actively involved and there were changes in movement abilities that were better than before. And there were 60 students who experienced an increase in the results of the instrument assessment at the implementation stage and at the end of the basic pencak silat technique movements. Before they were given treatment, they still did not understand the position of the body and legs during the implementation stage, but after being given treatment in the form of examples from researchers and carried out in a manner together and repeatedly, they understand and carry out the basic techniques of pencak silat in accordance with the assessment instruments that have been explained, so it can be concluded that "The Direct Instruction learning model is effective for basic technical abilities in learning pencak silat in class VII students at SMP Negeri 1 Majalaya "

References

Alit, I. G. A. N. (2019). Model Pembelajaran Direct Instruction dengan Metode Demonstrasi Sebagai Upaya untuk Meningkatkan Prestasi Belajar Pendidikan Jasmani Olahraga dan Kesehatan Siswa Kelas III Semester I Tahun Pelajaran 2018/ 2019 SD Negeri 22 Dauh Puri. *Adi Widya: Jurnal Pendidikan Dasar*, *4*(1), 73.

Ariga, S. (2022). Implementasi Kurikulum Merdeka Pasca Pandemi Covid-19 Implementation Of The Independent Curriculum After The Covid-19 Pandemic. *Edu Society: Jurnal Pendidikan, Ilmu Sosial, Dan Pengabdian Kepada Masyarakat*, *2*(2), 662–670.

Asyhari, K. H., & Utomo, B. A. W. (2021) Meningkatkan Hasil Belajar Tendangan Sabit Pencak silat Melalui Modifikasi Bola Plastik. *Edumaspul:Jurnalpendidikan*, 5(2), 509-513.

Barlian, U. C., Solekah, S., & Rahayu, P. (2022). Implementasi kurikulum merdeka dalam meningkatkan mutu pendidikan. *Journal of educational and language research*, *1*(1).

Dimyati, A. (2019). Tingkat kejenuhan guru dalam mengajar pendidikan jasmani pada anak berkebutuhan khusus di smp luar biasa di kabupaten karawang. *Jurnal ilmiah penjas*, *5*(2), 2442–3874.

Febriyanti, C., Abdullah, & Mahardika, D. B. (2022). Implementasi Model Direct Instruction dalam Pembelajaran Bola Basket di SMAN 1 Ciasem. *Jurnal Ilmiah Wahana pendidikan*, *8* (September), 76–85.

Fitri, S. F. N. (2021). Problematika Kualitas Pendidikan Di Indonesia. *Jurnal pendidikan tambusai*, *5*(1), 1617–1620.

Heriyanti, A., & Gumay, O. P. U. G. (2018). Penerapan Model Direct Instruction

Pada Pembelajaran Fisika Aantri. *Spej (Science And Phsics Education Journal)*, *2*(1), 30–35.

Khoerunnisa, P., & Aqwal, S. M. (2020). Analisis Model-Model Pembelajaran.*Fondatia*,*4*(1),1–27.

Mabrur, M., Setiawan, A., & Mubarok, M. Z. (2021). Pengaruh Model Pembelajaran Direct Instruction Terhadap Hasil Belajar Teknik Dasar Guling Depan Senam Lantai. *Physical Activity Journal*, *2*(2), 193.

Manalu, J. B., Sitohang, P., Heriwati, N., & Turnip, H. (2022). Pengembangan Perangkat Pembelajaran Kurikulum Merdeka Belajar. *Mahesa Centre Research*, *1*(1), 80–86.

Octavia, S. A. (2020). *Model-model pembelajaran*. Deepublish.

Pritandhari, M. (2017). Implementasi Model Pembelajaran Direct Instruction Untuk Meningkatkan Kemampuan Berpikir Kreatif Mahasiswa. *Jurnal Pendidikan Ekonomi Um Metro*, *5*(1), 47–56.

Putri, N. I. P., & Sundayana, R. (2021). Perbandingan Kemampuan Komunikasi Matematis Siswa Antara Problem Based Learning Dan Inquiry Learning. *Plusminus: Jurnal Pendidikan Matematika*, *1*(1), 157–168.

Rahmansyah, M. F. (2021). Merdeka Belajar: Upaya Peningkatan Mutu Pembelajaran Di Sekolah/Madrasah. *Ar-Rosikhun: Jurnal Manajemen PendidikanIslam*,*1*(1),47–52.

Sugiyono. (2019). Metodologi Penelitian Kuantitatif,Kualitatif, Dan R&B (Sutopo (Ed.)). Alfabeta.

Suherlan, E. (2019). Pengaruh Perbandingan Antara Model Pembelajaran Direct Instruction Dengan Model Project Based Learning Terhadap Hasil Belajar Backhand Pada Siswa Kelas Iv Sd Negeri Cipaku KecamatanSukaraja. *JurnalPajar(PendidikanDanPengajaran)*,*3*(5),1137.

Suherman, A. (2018). *Kurikulum pembelajaran penjas*. UPI Sumedang Press.

Sujana, I. W. C. (2019). Fungsi dan Tujuan Pendidikan Indonesia. *Adi Widya: Jurnal Pendidikan Dasar*, *4*(1), 29.

Sueni, N. M. (2019). Metode, Model Dan Bentuk Model Pembelajaran. *Wacana Saraswati*, *19* (2), 1–16.

Sumarno, A., & Ma'mun, S. (2020). *Pembelajaran Pencak Silat* (A. Rahman (Ed.)). Yayasan Pendidikan Dan Sosial Indonesia Maju (Ypsim).

Suryaman, M. (2020). *Orientasi Pengembangan Kurikulum Merdeka Belajar*.13–28.