

PENINGKATAN HASIL BELAJAR TENDANGAN SAMPING PENCAK SILAT MELALUI GAYA MENGAJAR KOMANDO DAN VARIASI PEMBELAJARAN

IMPROVING LEARNING OUTCOMES OF SIDE KICK IN PENCAK SILAT THROUGH COMMAND TEACHING STYLE AND LEARNING VARIATIONS

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Abstrak

Penelitian ini bertujuan untuk meningkatkan hasil belajar tendangan samping pada beladiri pencak silat melalui penerapan gaya mengajar komando dan variasi pembelajaran pada siswa kelas XI MIA 3 SMA Negeri 3 Medan Tahun Ajaran 2019/2020. Penelitian menggunakan metode Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus, masing-masing meliputi tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Instrumen penelitian berupa penilaian portofolio yang mencakup aspek sikap awal, sikap pelaksanaan, dan sikap akhir tendangan samping, serta tes hasil belajar pada akhir setiap siklus. Hasil penelitian menunjukkan adanya peningkatan ketuntasan belajar siswa dari data awal sebesar 38,89% (14 siswa) menjadi 52,78% (19 siswa) pada siklus I dengan nilai rata-rata 84,7, dan meningkat kembali pada siklus II menjadi 88,89% (32 siswa) dengan nilai rata-rata 91,9. Dengan demikian, penerapan gaya mengajar komando dan variasi pembelajaran dapat meningkatkan hasil belajar tendangan samping pencak silat pada siswa kelas XI MIA 3 SMA Negeri 3 Medan.

Kata kunci: hasil belajar, tendangan samping, pencak silat, gaya mengajar komando, variasi pembelajaran

Abstract

This study aimed to improve students' learning outcomes of the side kick technique in pencak silat through the application of the command teaching style and learning variations among Grade XI MIA 3 students of SMA Negeri 3 Medan in the 2019/2020 academic year. The research employed Classroom Action Research (CAR) conducted in two cycles, each consisting of planning, action, observation, and reflection stages. The research instruments included a portfolio-based assessment covering the initial stance, execution, and final stance of the side kick technique, as well as a learning outcomes test at the end of each cycle. The findings indicated an improvement in students' mastery learning, from the initial data of 38.89% (14 students) to 52.78% (19 students) in Cycle I with an average score of 84.7 and further increased in Cycle II to 88.89% (32 students) with an average score of 91.9. Therefore, the implementation of the command teaching style and learning variations can improve learning outcomes of the pencak silat side kick technique among Grade XI MIA 3 students of SMA Negeri 3 Medan.

Keywords: learning outcomes, side kick, pencak silat, command teaching style, learning variations

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INTRODUCTION

Physical Education, Sports, and Health (PJOK) are an integral part of education, playing a role in developing physical fitness, movement skills, and character development in students through physical activity. One of the PJOK subjects that plays a crucial role in learning movement skills is pencak silat. Pencak silat, as a martial art, emphasizes not only technical skills but also builds discipline, focus, courage, and self-control through mastery of correct movements. Various approaches and learning models have been developed to improve the quality of pencak silat learning to make it more effective and engaging for students, one of which is through the implementation of a project-based learning model to enhance movement creativity (Schiff, 2020).

Pencak silat learning at the secondary school level requires mastery of basic techniques as a foundation for skill. One technique that is crucial for students to master is kicking, as kicking is a dominant and effective attacking component in pencak silat. The side kick, a technique that requires coordination, balance, precise direction, and leg strength, often presents difficulties for students. Efforts to improve kicking skills can also be achieved through specific forms of physical training, such as training with weights, which has been shown to increase the speed of a silat athlete's front kick (Wicaksono et al., 2020), and circuit training, which can increase the speed of a sickle kick (Nurhasanah et al., 2019). These findings indicate that kicking performance can be improved through appropriate training and learning strategies.

In addition to physical training, classroom learning strategies also play a crucial role in improving learning outcomes for pencak silat kicking techniques. Selecting an appropriate teaching style will help students understand and practice the movements in a structured manner. Several studies have shown that teaching style can influence learning outcomes for pencak silat kicks. Keliat et al. (2020) found that implementing a reciprocal teaching style significantly impacted learning outcomes for pencak silat side kick. Other findings also indicate that a combination of reciprocal teaching style, training, and commands significantly impacts learning outcomes for pencak silat, particularly for the *tepak paleredan* technique (Babang et al., 2020). This indicates that teaching style not only determines the effectiveness of material delivery but can also significantly improve student skills through appropriate learning management.

On the other hand, the command teaching style is a relevant style to apply in learning movement skills because it emphasizes clear instructions, strong teacher control, and student consistency in following the practice stages. When learning techniques that require precise movement, such as the side kick, the command style helps students practice the movements in the correct sequence and minimize errors. Learning will also be more effective when supported by variations in learning that can increase motivation and reduce student boredom. Developing learning media is also a form of variation proven to support the learning of basic pencak silat kicking techniques, for example, the use of learning videos using the ADDIE model, which can increase the effectiveness of the learning process (Carolin et al., 2020). Furthermore, simple modifications to learning media can also improve learning outcomes in pencak silat kicking skills, such as the modification of cardboard to the T-kick (Khalil, 2019). This demonstrates that variations in learning can improve the quality of the learning process through more creative, engaging, and tailored approaches to student needs.

Based on observations in pencak silat learning in class XI MIA 3 SMA Negeri 3 Medan, it was still found that the learning outcomes of side kick were low due to inaccuracies in the initial stance, implementation, and final stance of the movement. This condition has an impact on the low percentage of student learning completion. Therefore, a more focused and systematic learning strategy is needed to improve the learning outcomes of side kick. One alternative that can be applied is a combination of a command teaching style with learning variations, so that

students can practice in a structured manner, focus on following teacher instructions, and stay motivated through various exercises. Thus, this study was conducted to improve the learning outcomes of pencak silat side kick through a command teaching style and learning variations in class XI MIA 3 SMA Negeri 3 Medan students in the 2019/2020 academic year.

METHOD

This study is classroom action research aimed at improving learning outcomes in the pencak silat side kick through the application of a command teaching style and instructional variations. The study was conducted at SMA Negeri 3 Medan in the 2019/2020 academic year, with 36 students of grade XI MIA 3 as subjects.

The study was conducted in two cycles, with each cycle consisting of four stages: planning, implementation, observation, and reflection. In the planning stage, the researcher developed learning materials such as lesson plans (RPP), prepared materials for the pencak silat side kick, designed learning variations, and prepared assessment instruments for use in the learning process.

In the implementation stage, the action was carried out using a command teaching style. The teacher provided clear and structured instructions accompanied by demonstrations of the side kick movement, and then the students followed the teacher's commands directly during practice activities. Furthermore, instructional variations were provided to increase student engagement, reduce boredom, and help students gradually grasp the side kick technique through various practice sessions.

Observations were conducted throughout the learning process to track student activity and the development of side kick learning outcomes. Reflections were conducted at the end of each cycle to evaluate obstacles and deficiencies, and to determine learning improvements for the next cycle. The research instrument used a portfolio assessment covering initial attitude, implementation attitude, and final attitude for the side kick, as well as a learning outcome test at the end of the cycle.

Research data were collected through observation, learning outcome tests, and documentation. The data obtained were then analyzed descriptively by calculating the average student learning outcome score and the percentage of learning completion in each cycle. The success of the intervention was determined based on the improvement in student learning outcomes from cycle to cycle and the increase in the percentage of learning completion until it reached the good category.

RESULTS

The results of this classroom action research show an improvement in the learning outcomes of the pencak silat side kick after the implementation of a command teaching style and learning variations for grade XI MIA 3 students at SMA Negeri 3 Medan. This improvement is evident in the percentage of students achieving learning completion, which increased from the initial stage to the end of the action in cycle II.

Based on preliminary data, the number of students achieving learning completion was still low, with 14 students (38.89%) out of a total of 36 students, while 22 students (61.11%) had not yet achieved completion. This condition indicates that most students still had trouble in executing the side kick according to the assessment criteria, which include the initial stance, movement execution, and final stance.

Table 1. Learning Outcomes for Side kick

Stage	N	Completed (n)	Completed (%)	Not Completed (n)	Not Completed (%)	Average
Initial Data	36	14	38,89	22	61,11	–
Cycle I	36	19	52,78	17	47,22	84,7
Cycle II	36	32	88,89	4	11,11	91,9

In Cycle I, learning was conducted using a command teaching style accompanied by variations in learning. The results showed an increase in learning completion to 19 students (52.78%), while 17 students (47.22%) had not yet completed the course. The average student learning outcome score in Cycle I was 84.7. Although this improvement compared to the initial data, the completion percentage still fell short of the expected target, so the learning process continued in Cycle II.

In Cycle II, learning was improved based on the results of Cycle I reflections, and the command teaching style and learning variations were reapplied in a more focused manner. The results showed significant improvement, with 32 students (88.89%) achieving learning completion, while only 4 students (11.11%) had not yet completed the course. The average student learning outcome score in Cycle II also increased to 91.9. Thus, the interventions were proven effective in improving learning outcomes in the pencak silat side kick.

DISCUSSION

The results of the study showed that the application of a command teaching style and varied learning styles improved the learning outcomes of pencak silat side kick among 11th-grade MIA 3 students at SMA Negeri 3 Medan. This improvement was evident in the gradual increase in student learning completion percentage, from a baseline of 38.89% to 52.78% in cycle I and significantly increased to 88.89% in cycle II. This improvement indicates that a more structured, directed, and varied learning process can improve students' mastery of movement techniques, particularly the side kick, which requires coordination, balance, and precision.

Technically, kicking ability in pencak silat is influenced by various biomotor and psychomotor factors. Previous research confirms that kicking performance is influenced by physical abilities such as strength and coordination, as well as psychological factors that support performance readiness. Panjiantariksa et al. (2020) explain that biomotor and psychomotor factors contribute to front kick ability in pencak silat. Furthermore, Haqiyah and Abidin (2020) confirmed that leg muscle strength and balance are related to learning outcomes in pencak silat techniques, and mental aspects such as self-talk also play a role. Therefore, the improvement in learning outcomes for side kick in this study can be understood as the result of consistent technical training and learning management that improves students' physical abilities, coordination, and focus during practice.

In the initial phase before the intervention, low student learning outcomes can be caused by technical errors and a lack of understanding of the components of the side kick movement. This aligns with research by Iswana (2019), which found that errors in pencak silat kicks generally occur in several phases of the movement, such as unstable support positions, inaccurate kick direction, and suboptimal body coordination. Therefore, learning basic techniques requires clear guidance to enable students to correctly understand the movement sequence and reduce movement errors.

In cycle I, the implementation of a command teaching style resulted in improved learning outcomes because students received explicit instructions, clear examples of movements, and more structured learning control. The kicking skills learning model also emphasizes the

importance of systematic and gradual technique instruction to facilitate student mastery of movement skills. Mayanto (2019) explained that teaching pencak silat kicking skills at the high school level needs to be structured in a planned model so that training can be carried out effectively according to the characteristics of the students. In the context of this research, the command style plays a role in establishing training discipline and facilitating students to follow the movement stages correctly, resulting in increased learning completion, although still not optimal in cycle I.

Furthermore, in cycle II, the increase in learning completion to 88.89% indicates that the combination of the command teaching style with learning variations was more effective after improvements were made based on reflection. Learning variations have a positive impact because students are given the opportunity to practice in more diverse forms, making the learning process more engaging, less monotonous, and allowing students to correct movement errors through more meaningful repetition. In addition to technical learning, specific physical training has also been shown to improve kick quality. For example, repetitive sprint training can increase front kick speed (Bete & Kollo, 2019), while ladder drills and zigzag runs affect the agility of silat athletes' crescent kicks (Muslihin et al., 2020). Although this study focused on side kick in the context of school learning, the findings reinforce the idea that improved kicking learning outcomes are significantly influenced by structured practice and appropriate training variations.

In addition to physical factors, mental aspects can also influence the quality of kicking skills. Research by Dewi et al. (2018) demonstrated that meditation can improve kicking accuracy in pencak silat athletes. This suggests that concentration and self-control play a role in kicking precision. In this study, a command teaching style helped improve student focus through clear instructions and direct teacher supervision, resulting in greater concentration during side kick. With increased focus and repetition, student learning outcomes also significantly improved.

The improvement in learning outcomes in this study can also be explained by the support of training facilities and innovations. Developing training equipment can help increase the effectiveness of pencak silat technique training because students gain a more concrete and understandable learning experience. Syamsiah et al. (2020) stated that developing training equipment in pencak silat can contribute to more effective learning and training processes. Although this study did not specifically develop training equipment, the variety of learning provided serves a similar function: providing a more diverse training experience to improve students' skills.

Physiologically and technically, pencak silat technical ability is also influenced by the physical characteristics of the athlete or trainee. Kusnaedi et al. (2024) explain the importance of physiological and technical analysis in pencak silat athletes to examine the relationship between body condition and movement quality. This is relevant in school learning, as mastery of kicking techniques is influenced by individual physical abilities, including leg strength and body stability. Furthermore, body composition can also influence physical performance. Najmi et al. (2018) demonstrated differences in body fat percentage and physical performance in martial arts athletes, which are related to the quality of physical abilities. These findings confirm that the performance of movement techniques, such as kicks, can be influenced by physical condition and fitness. Therefore, pencak silat instruction in schools should continue to consider students' physical readiness during training.

The improvement in learning outcomes for the side kick in pencak silat in this study occurred because the learning was implemented in a more structured, command-based teaching style, while also being more engaging and adaptive through varied instruction. In addition to improving kicking technique, this learning strategy also encouraged students to be

more focused, more willing to try, and more active in their practice. These research findings reinforce that successful learning of movement skills in pencak silat is influenced by a combination of appropriate teaching strategies, varied training, and physical and psychological factors that support kicking performance.

CONCLUSION

Based on the results of the classroom action research that has been conducted, it can be concluded that the application of command teaching style and learning variations can improve the learning outcomes of pencak silat side kick in class XI MIA 3 students of SMA Negeri 3 Medan in the 2019/2020 Academic Year. The increase in student learning completeness occurred gradually, from the initial data of 38.89% (14 students) to 52.78% (19 students) in cycle I with an average of 84.7 and increased significantly in cycle II to 88.89% (32 students) with an average of 91.9. Thus, the learning strategy used has proven effective in improving the learning process and increasing mastery of pencak silat side kick techniques.

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