RESEARCH ARTICLE

THE COMPUTER UTILIZE TO LEARNING PENCAK SILAT FOR CHARACTERS BUILDING

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ABSTRACT

This research purposes is (1) toimplements of character building in subject matter of movement art of Pencak Silat double stance to development focus for concern values through computer based learning (CBL) model, (2) to improve movement art of it double stance skills. This research uses Class Action Research Method such as (1) planning, (2) action implementation, (3) monitoring, (4) evaluation, and (5) reflection. The subject of this research is second grade students SMPN 1 Tasikmalaya City, West Java. This is results showing that (1) application of computer based learning model in movement art of it double stance can be improve the concern values and cooperation for visible commence categories. (2) CBL model can be improving good movement art of it double stance skills for them. The students have enthusiastic to attend for it lesson. They feels free that isn't pressure, expressive, and the class have liven up when they're study.

INTRODUCTION

In the current era of globalization, the progress of a nation is determined by the quality of human resources largely. That depends on the quality of education. The role of education is very important to create a society that is intelligent, peaceful, overt and democratic.

In considering the important temporal dimension of teaching-and-learning, a central concept that we have extended and developed is Baldry and Thibault's (2006) notion of 'meaning-making trajectories'. We explore the activities 'orchestrated' by the teacher: as planned, or intended dialogic meaning-making trajectories. In this we draw on Bourne and Jewitt's (2003) and Littleton, Twiner and Gillen's (2010) notion of orchestration, which draws attention to how resources and activities are foregrounded, backgrounded, and interwoven to support meaningful teaching-and-learning experiences.

Butcurrently, the development of science technology and information give rise to much defiance for all world people that are including Indonesia. That have happened social phenomenon such as it has a lot of corruption case, crime and violence, drug abuse, and juvenile delinquency those have been the indicator of weakness of character building in Indonesia.

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The crisis of character experienced by the Indonesian nation is making worried. That's like sincerity, honesty, courtesy, and responsibility transformed into hardness values. The TV One (2014) have showed data 128 cases of brawl students in the 2013. This point has jumped more than 100% in the previous year. This case killed 82 students. And then, there have been 139 fights that killed 12 students in 2014. Likewise, social life has shifted from the society that have emphasizes social sense has turned into unsocial. So, many people believed that the Indonesia's citizen was currently within a state of illness that required appropriate treatment through character building for all levels of education (Mulyasa, 2007: 17). Character is from of temperament, behavior, and morals which adhere by someone who's formed from the internalization result that used for base of behave and intellective. So that, that's create a characteristic of indivuals (Tim Penyusun, 2008:682). The character building is excogitation of environment in the school that help the students for development ethics, responsibility through the model, and the interaction of good character encompass universal values (Berkowitz and Bier, 2005: 7). The character building is an effort which designed and implemented systematically to help the students understand for moral values associated with God, love myself and another people in the environment, then it has nationality. That's materialized such as thoughts, attitudes, feelings, words, and deeds based on religious norms, laws, manners, culture, and customs. According to Ari Ginanjar in Darmiyati Zuhdi, et al. (2009) that's seven human basic characters who can exemplified from the name of Allah Subhanahuwata'alla.

List 1.1. Latticework of Observation Thread

Num	Aspects	Indicators
1	CARE	The students are help their friends who have hardship study.
		The students visits their friend whoare getting sick.
		The students knows the conditions of their friendswho are getting trouble.
		The students can be cleanning the white board.
		The students can do arrange the chairs before study begin.
		The students can not do noise.
		The students give the way for another people can get it.
		The students are feeling uncomportable in the classroom when there hot, dark, dirty, and there haven't marker or LCD.
		The students can do remain their friends when there so noise.
		The students can throw garbage in its place.
		The students can close the door when they come and exit to the class.
		The students can be listenning their friends who is speak in front of the class.
2	COOPERATIVE	The students can help their friends in the group.
		The students can make friendly situation in the group.
		The students can be relented in the group.
		The students can support their friends which have good argumentation.
		The students wont predominate in the group.
		The students be admitted excess their friends in the group.
		The students can be doing accepted decision in the group.
		The students can help their friends who didn't do their assignment in the group.
		The students can give the information to be discovered that is to help solve for group task.
		The students can make the member be important in the group.
		The students can make the positive a wish to the member of capability in the group.
		The students can give motivation for less active member in the group.
		The students can be active participation.

Those are (1) honest, (2) responsibility, (3) discipline, (4) visionary, (5) fair. (6) care, and (7) cooperation. In the other hand, Josephson Institute of Ethics (2005) in Endang Poerwati (2011: 79)who categorize of six principal factors that is (1) *strustworthiness*, (2) *respect*, (3) *responsibility*, (4) *fairness*, (5) *caring*, dan (6) *citizenship*. Then, she's said on cite Lewis A. Barbara (2004) who have 10 characteristic of principals such as (1) care, (2) be aware of community, (3) to cooperate, (4) fair, (5) be willing to forgive, (6) honest, (7) maintain the relationship, (8) respect for others, (9) responsible, and (10) safety. *Pencak Silat* is martial sport from Indonesia originally. That's plentiful of self-defense elements like evasion, dodgery, dings, attacks (punches and kicks), and lockdown. It's have difference of martial arts in every institution.Indonesia have much national institution of *Pencak Silat* such as *Perisai Diri, Merpati Putih, Bakti Negara, Setia Hati Teratai*, etc (Ni Luh Putu Spyanawati, 2014:1).It's like a sport, it have two categories as follows (1) martial or match and (2) art. The match is category of classification of weight, then the art is category of classification number of singel and team art. In the study of physical education for elementary and junior high school teaches the values of martial and art for build the good character of the students. The development of *Pencak Silat* should be part of integral education for form the student's character to respect and responsibility. That's for actualize the purpose of national education (Mulyana, 2013 : 1). But, the student's phenomenon is weak character because of them didn't learn *Pencak Silat* study in their school. That problem can not be taught by the teachers what isn't to dominate this lesson 78%. Then, there isn't facilities and infrastructure for it 65%. And then, the teachers wouldn't be dare to teach this lesson 45% (Marwan, 2014). Those problem must solved for *Pencak Silat* lesson can be learned in the school. The model of *Pencak Silat* computer based learning (CBL) is a solution for the teachers can be learned the *Pencak Silat* movement technique. If the CBL Model can do this is problem solving to overcome it. Then, this's to resolve limitedness the teachers' skill.

This's also can do to learn for movement art of *Pencak Silat* double stance. The process study is interaction between the people and their environment. So this study can be learned in everywhere and everytime. That someone was studied who know behavioral changes because of alteration level of knowledge, skills, or attitude (Arsyad, 2007: 1).

RESEARCH METHOD

This research is a Classroom Action Research which is conducted of cycle form. This study tend to be participative and colaborative which is the basic problem for movement art of *Pencak Silat* double stance skills. The action of research design is used doing Kemmis and Taggart model with its four steps, then it repetition is a cycle what the last movement repeat to the first, then that is dorepeatedly. This steps is plan, action, observation, and reflection. The research do for second grade students in SMPN 1 Kota Tasikmalaya, West Java Province. That has been doing to the lesson of physical, sports, and health education (PJOK) that held in odd semester ofschool year on 2016 until 2017. Because of there have ten paralel classes, so this research choose one of class (A Class)category there have 32 students for the subject. This research was doing on Monday at 07 : 30 until 09 : 10 pm in the school field. There's used LCD and CCTV for study to make it easy and record all of activities. The object for this research is to improve the values care and cooperative of the students in study of movement art of *Pencak Silat* double stance within used computer based learning model (CBI).

Such a focus requires the distinctive approach we offer of attending to the dynamic interplay between teacher and pupil contributions over a series of lessons. In our transcription of the video and audio data and use of extracts to exemplify our analysis we therefore attempted to make the evidence base of our claims apparent to the reader. Importantly we acknowledge that any transcription in itself is a selective and interpretative act, influenced by our own interests in the data.

In efforts to render visible the evidence base upon which our interpretations rest, the temporal dimension of our analysis allowed us to present extracts from across the series of lessons and thus spanning a period of four weeks, in illustrating how certain patterns evolved over time (Hammersley, 2010; Kleine Staarman, 2009). The contain of this research is qualitative data. That is behavioral students data for the process of movement art of *Pencak Silat* double stance within used computer based learning model (CBI). Then, sources of data were taken before, during, and after action research. So that, information and data for this research can obtained by steps and method as follows:

Observation

The observation does to obtain data for behavior of the students in the learning process that's to help researcher for get information and data who is observer. The focus of observation to level of care and cooperative for the students when they have been going to class until studying do this. The observation thread is appear as lattice below this:

Interview: The interview dostudents by the researchers that is to obtain students response data on the application of computer based learning (CBL) method in the study to get an idea about the acceptance it. It is use semi-structured and free system according to the circumstances.

Field Notes

The instrumentis structured to collect data from the students activities and other matters which is related to the learning process of *Pencak Silat*, especially the movement art of double stance that for before, during, or after the action.

Documentation

The documentations are notes about students, photos and recordings of observation, interviews and the act of executions.

RESEARCH RESULTS

The Students Character Description Before The Action Is Performed

The researchers and collaborators are know from the outcome observation that the sense of care and cooperative of students is very low. They have less pay attention for environment of study and friends association. When, they came to the field who have not care for surrounding there have been much waste and so dirty. And then, there have not to clean the whiteboard and tidy up the sports equipment. They hsve been merely to sit down who hasn't care there has so dirty and distrub another students. Before class begin, they have asked where their friend who didn't come to the class. Some students answered he was sick, but they never have to see the reason about it. That have shown the individualism phenomenon. They have been careless. This phenomena can be know that for cooperative characteristic. When the teacher gave some of problems for the students have to solved together, they do this by themselves without it. The teacher gave their also oppoturnies for disscusion season in the class but they have not do this. They just have confident with themselves or in the

other words they did not trust their friends. Moreover, they have laughed for a friend when he was trying to gave a wrong answere.

Thus, the pretest result about the basic stance skills of Pencak Silat demonstrate that their average skill is 62 point. The target achievement set out in this research is 80. The hypothesis of action : if the learning of movement art skills of *Pencak Silat* in the subject of physical education, sports and health is done by computer based learning method (CBL) at small group (2 to 3 members of group), the values of caring, cooperative, and skill the movement art of Pencak Silat double stance for second grade students can increase.

Alongside its social theoretical lens on digital games-based learning, the paper analyses game-based social interactions in tandem with game design decisions enabling additional implications to be drawn for pedagogical practice and game design (Vasalou, 2017).

Research Result for first Cycle

Plan

After, the researcher have been carrying out the pretest about the movement art of *PencakSilat* double stance,and then observation to the level of care and cooperative for students, he has collaboratively made some plans for first cycle. This have been planning involves several things, that is:

* Determine the theme to be raised in small group discussion, it is movement art of *PencakSilat* double stance.
* Determine the steps of research implementation in the form of lesson plan
* Prepare the observation sheets for the discussion process and assessment exercise of computer based learning method.
* Determine the triumph product targetsto be obtain from the assessment sheet in role play. In this research, the target is planned to be achieve for movement art of *Pencak Silat* double stance students' skill at the minimum 80 point or have good category.

Implementation

That first cycle research held on Monday, November 19, 2016 at 07:00 am until 08:40 am in the sports field of SMPN 1 Kota Tasikmalaya. There've amount of students present was 32, consist it for 20 men and 22 women. This activities have begun to communicated the purpose lessons and materials. Then, after it practice used the various expressions of movement art of Pencak Silat double stance, students have divided into small groups consisted of 8 groups for 2 people and 3 groups for 3 people as shown in the following table. The selection of group members have been entirely left up by the students, so that they would choose for couple member that they felt comfortable with each other.

Process Outcome

Here is the observation data on the implementation of Jeu de Role:

Table 2. Observation Results Jeu de role group discussion process

Num	Aspect	Count (%)
	CARE	
1	The students are help their friends who have hardship study.	10 (45 %)
2	The students can do arrange the chairs before study begin	2 (9%)
3	The students are feeling uncomportable in the classroom when there hot, dark, dirty, and there haven't marker or LCD.	0
4	The students can not do noise for distrub their friends.	12 (54 %)
5	The students can do remain their friends when there so noise.	0
6	The students keep be clean the classroom.	0
7	The students can know who are their friends didn't come to the class.	0
8	The students can be listening their friends who is speak in front of the class.	18 (82 %)
	COOPERATIVE	
1	The students can utilized to have good time.	12 (54 %)
2	The students make friendly situation in the group.	15 (68 %)
3	The students can be relented in the group.	18 (82 %)
4	The students can support their friends which have good argumentation.	4 (18 %)
5	The students wont predominate in the group.	18 (82 %)
6	The students can be doing accepted decision in the group.	22 (45 %)
7	The students can give the information to be discovered that is to help solve for group task.	10 (45 %)
8	The students can give motivation for less active member in the group.	0
9	The students can be active participation.	18 (82 %)

Table 3. The Movement Art of *Pencak Silat* Double Stance Skills

Num	Aspect	Median Score In Early	Median Score After First Cycle	Increment Score	Explanation
1	Appreciation (max 30)	19,8	20,3	0,5	Average
2	Magnificence Movement (max 30)	17	18,4	1,4	Average
3	Flexibility (max 20)	10,6	13,3	2,7	Average
4	Skill (max 20)	14,6	15,1	0,5	Average
	Total	62	67		

Product Outcome: This research is to know the product outcome that can observed from increase the point of movement art of *Pencak Silat* double stance skills for before and after action in the cycle. Here is a comparison of the median scores for it: In the first cycle, the aspect that experience the highest increase score is the addition of stances or movements (flexibility) within the percentage increase of 2,7 point, and then the lowest it is the aspect of skill and appreciation is 0,5. Those for all aspects measure are still average.

Reflection: Eventhough, work in group process and practice of computer based learning method can be facile and fun, but the product outcome is not yetsatisfied. The point of movement art of *Pencak Silat* double stance skills is still average. That is do in small group to make scenario of role play what some troubels such as (1) to control the basic stance students are very limited, so this it isn't facile. (2) In the group have 2 until 3 members that the students can free to choose it, so they are have a tendency to cluster homogeneously in terms of its movement technique abilities. Some of them have tend to be stand out for their group and then they make own group, that's contrarily for it, (3) some students have low self confidence so they just be quiet that create a students for monopolize situation in the disscusion (4) that situation make the students' care and cooperative can be less realize. So that, the process and product outcome targets have not achieved. Then, the researcher give opportunity for the students make 5 until 6 member in the groups and they have regulated for heterogeneous students. That is do to second cycle. In the process of discussion the preparation is role play materials, researchers and collaborators are walked around to help the discussion, if there have got difficulties for perform basic stances and movements while recording observations.

Research Result for Second Cycle

Plan: After the first cycle and movement art of Pencak Silat double stance study have done, the researcher make steps for second cycle that plans is:

- Determine the theme to be raised in small group discussion, it is movement art of *PencakSilat* double stance.
- Determine the steps of research implementation in the form of lesson plan
- Prepare the observation sheets for the discussion process and assessment exercise of computer based learning method.
- Determine the triumph product targets to be obtain from the assessment sheet in role play. In this research, the target is planned to be achieve for movement art of *Pencak Silat* double stance students' skill at the minimum 80 point or have good category.

Implementation

That first cycle research held on Monday, December 2, 2016 at 07:00 am until 08:40 am in the sports field of SMPN 1 Kota Tasikmalaya. There've amount of students present was 32, consist it for 20 men and 22 women. This activities have begun to communicated the purpose lessons and materials.Then, after it practice used the various expressions of movement art of Pencak Silat double stance, students have divided into big groups consisted it of 5 people for 2 groups and 6 people for 2 groups as shown in the following table. The selection of group members have been entirely left up by the researcher for consider of students heterogeneous skills. Here is workflow overview for that:

Table 4. Observation Result of Group Disscusion Process

Num	Aspect	Count (%)
	CARE	
1	The students are help their friends who have hardship study.	10 (45 %)
2	The students can do arrange the chairs before study begin.	2 (9%)
3	The students are feeling uncomportable in the classroom when there hot, dark, dirty, and there haven't marker or LCD.	2 (9%)
4	The students can not do noise for distrub their friends.	12 (54 %)
5	The students can do remain their friends when there so noise.	4 (18%)
6	The students keep be clean the classroom.	2 (9%)
7	The students can know who are their friends didn't come to the class.	10 (45%)
8	The students can be listenning their friends who is speak in front of the class.	18 (82 %)
	COOPERATIVE	
1	The students can utilized to have good time.	12 (54 %)
2	The students make friendly situation in the group.	15 (68 %)
3	The students can be relented in the group.	18 (82 %)
4	The students can support their friends which have good argumentation.	4 (18 %)
5	The students wont predominate in the group.	18 (82 %)
6	The students can be doing accepted decision in the group.	22 (45 %)
7	The students can give the information to be discovered that is to help solve for group task.	10 (45 %)
8	The students can give motivation for less active member in the group.	4 (18%)
9	The students can be active participation.	18 (82 %)

Table 5. The Movement Art of *Pencak Silat* Double Stance Skills

Num	Aspect	Median Score In Early	Median Score After First Cycle	Increment Score	Explanation
1	Appreciation (max 30)	19,8	21,6	1,8	Excellent
2	Magnifience Movement (max 30)	17	21,6	4,1	Excellent
3	Flexibility (max 20)	10,6	14,6	4	Excellent
4	Skill (max 20)	14,6	15,4	0,8	Excellent
	Total	62	72	10	

Process Outcome

In the following table is look like information data for Movement Art of Pencaksilat Double Stance:

In the second cycle the aspect which have increase higest score is magnifience movement for increment score 4,1. Then, it have lowest score is skill for increment score 0,8. Those are all aspect measure excellent.

Reflection: The process of work in group and practice for role play are facile and fun which is the outcome product have statisfied. The median score of movement art of *Pencak Silat* double stance is excellent. That do work in play is to be alive to make scenario of role play in the big group. So that, the process and product targets are good achieved. That is description of students activities observed by colabolator. In the first cycle process have well done. That's study can do have dynamic.The class is somewhat noisy because of the spirit of students to compose a series of techniques of pencak silat double stance shown in front of the class. They are motivated for being in addition to their views being seen and corrected by other groups as well as the prizes provided for the best performers. The research result is about the increase of highest score for learned the Pencak Silat double stance that is appreciation of every movement with the percentage of increase of 2.7 and the low increase is the aspect of assembling motion and appreciation that score is 0.5.All aspects measured are still moderate. This is logical because in the discussion they try to compose a series of motion of each pair of their own choosing. In the process of compilation is that they give each other input on expression, phrase, words that are very possible mastery between group members are not the same so for those who do not know how to use the motion of Pencak Silat double stancewill be know from friends of their group or reference source.

In terms of appreciation is still less because they only have a very short time to memorize the dialogue and present in front of the class. In carrying out the second cycle action the researcher tries to enlarge the number of group members into 5-6 groups and the grouping is arranged so that the distribution is evenly distributed to the members of the heterogeneous group. In the process of discussing the preparation of role play materials, researchers and collaborators walk around to help with the discussion and help with vocabulary and pronunciation problems while keeping track of observations during the discussion process. Researchers at the introduction of the discussion insert moral messages of the importance of care and cooperation in the discussion to obtain maximum results. The steps and target achievements are the same as in cycle I.

In the second cycle, the aspect that experienced the highest score increase was the addition of smoothness with the magnitude of increase of 4.1 and the lowest.

Fewer teachers mentioned motivational effects of learning with digital games. The implications of these findings for the use of digital games in teachers' educational practice are discussed (Huizenga, 2017).

The improvement is appreciative aspect, that is 0.8. All aspects measured are high. Group work processes and role play practices can run smoothly and pleasantly, with satisfactory product success. The average score of speaking skills is high. In the execution of large group discussions to compose scenarios play the role of lively discussion. Student awareness of caring and cooperation begins to look real. Once entering the classroom students are already there who prepare the room well. Some wipe the whiteboard, clean up equipment, tidy up the seat. At the time of discussion all are active because of

mutual fishing and convey ideas for the preparation of dialogue. Thus the target of process and product success is achieved.

In this we draw on the notion that communicative acts have 'meaning potential' (Furberg, 2010), *to consider how meaning is made from various possible interpretations. This verbal exchange between Lior and her teacher identifies the importance of attending to the social and emotional aspects of pupils' reasoning, as suggested by* Vass and Littleton (2010), *which may not have been anticipated by the curriculum-driven setting of learning objectives.*

Other researchers have emphasised the benefits of interweaving authoritative periods of instruction with opportunities for dialogic interaction (Hellermann and Pekarek Doehler, 2010; Mercer and Littleton, 2007; Mortimer and Scott, 2003; Seedhouse, 2004; van Lier, 2000; Walsh, 2011). Following from this, and on the basis of the evidence presented here therefore, we argue that at times the content is beneficially provided by the teacher, and at other often unexpected times it is more beneficially explored dialogically by and with the pupils in negotiating an instantiated meaning-making trajectory.

Closing Statment

Conclusion

- Computer Based Learning method in learning able to increase students' awareness values on the material of Pencak Silat double style in the category began to be seen. Students have begun to show the early signs of behavior expressed in the indicators but not yet consistent because there is already understanding and getting the closest environmental strengthening (Heteronomy).
- Computer Based Learning method in the subjects of double martial arts can improve the values of student cooperation on the category began to be seen. Students have begun to show the early signs of behavior expressed in the indicators but not yet consistent because there is already understanding and getting the closest environmental strengthening (Heteronomy).
- Computer Based Learning method can improve students' speaking skill with high improvement from initial score of 62 to 72,7

Suggestions

In order for the character formation of students to succeed in the category of culture, teachers need to apply this method continuously. The learning of double pencak silat by applying computer based learning method will only succeed if done continuously and thoroughly. In addition to increasing the character of caring and cooperation values, this method is favored by students because it gives freedom of expression and eliminates fear, low self esteem and increase courage to express opinions. Therefore, it is suggested to teachers to apply on other subjects

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