Improving Self-Concept through *Pencak Silat* Learning

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**Abstrak.** The National Policy of Nation Development stated that the function of character building is to select the local culture and to filter the foreign culture that is not suitable with the values and the characters of a dignified nation (UU RL 2011). The research is focused on the efforts of the development of the national cultural wealth that is pencak silat. Pencak silat is believed to be able to improve students self-concept. The correlational method with post-test only design is used to reveal the correlation between the skill of pencak silat that the students have learnt with the students’ self-concept. The sample of the research involved 40 students of faculty of sport and health education of UPI who were given the learning of pencak silat for one semester. Based on the statistic analysis, it is concluded that the learning of pencak silat is significantly correlated with the development of students self-concept.

1. Introduction
There has been an interesting point of view in sport and education nowadays, that is, sport is considered an integral part of education. To this relation, some questions such as whether sport can contribute to social changes and how far it can be for character building rise.

To answer the aforementioned questions, sport, *pencak silat* in particular can actually be a means of character building.[1] Even though there might be several shortcomings of this martial art, a statement seems to be valid to be the foundation strengthening the ideas that sport supports character building and reflects social values as well as potentials and drawbacks of society; however, in another part, they state that sport is replete with opportunities to encounter, learn, transform, and enact moral values.[1] This indicates that sport is a good means of moral values. Nevertheless, a perennial conflict as “the norm of fair play” and “the desire to win” seem to be hard to deny in sport. Based on this notion,[1] sport may be an ideal setting for introducing children to conventional moral thinking. Some have ever suggested that society could benefit from emulating sport’s predominantly equity-based justice system.

In relation to the above issue, Piaget’s theory asserts that children’s physical play to be foundation for every cognitive advance, from quantum physic to interpersonal morality. Piaget emphasizes on the importance of physical activities for children since they are important for their cognitive and moral skills development. Regarding the importance of sport, children need to have as big opportunities as possible to explore themselves through healthy and safe physical activities. Therefore, considering Piaget’s theory, it is time for physical education to take part in character education, particularly self-concept; faith, opinions, and reflection towards one’s self that are individual and personal, dynamic and evaluative, in which everybody develops them in their transactions with their soul environment of life.
Related to self-concept[2], self-concept is an individual image about one’s characters covering physical, social, psychological, emotional factors as well as aspirations and achievements.[3] In the meantime, defines self-concept as an individual feeling about themselves on how one sees themselves in their relations with others.[4]

Self-concept is on top of personal hierarchy including reputation, confidence, competence, and unknown competences.[5] In this case, reputation is usually values somebody makes upon themselves which seem to be permanent and commonly related to how far everybody else sees themselves as a capable, successful, and worthy people. Whereas, confidence reflects somebody’s assurance on their ability to do physical, mental, and emotional duties. It is also believed as an ability to deal with challenges and obstacles. Confident people tend to believe that they can cause something due to themselves.

_Pencak Silat_, like any other types of sport, can be used to build characters. The better somebody at _Pencak Silat_, the more they should realize that it is not something to show off but rather to pay attention to high values of respect. _Pencak Silat_ increases both physical and spiritual aspects and further can develop Indonesia comprehensively.[6] In _Pencak Silat_, there are four important aspects comprising spiritual, self-defence, art, and sport ones which are interrelated based on the philosophy rising in the society: noble characters. Those four important aspects of _Pencak Silat_ will be discussed below. (1) Spiritual Aspect. This is interpreted as having faith to the one God and having such noble characters a tolerance, confidence, and discipline. In addition, this can also means loving the nation, maintaining brotherhood, having good self-control, social responsibility, solidarity, innovation, honesty, bravery, and justice. (2) Self-defence Aspect. This point is related to the ability of effective movement to maintain both physical and mental fitness based on chivalry and self-control. (3) Art Aspect. This point deals with the beauty of movement supported with well-performed martial arts which is based on the love of the nation. (4) Sport Aspect. This point, finally, has something to do with the ability of effective movement in to maintain either physical or spiritual health based on the desire to have healthy lifestyle, the need to practice it daily, and the desire to always value sportsmanship. In _Pencak Silat_, the physical activities involved always value morality such as respect, honesty, sportsmanship, and competence development through movement in which, according to (5), play an important role in developing self-concept. Therefore, it is necessary to conduct a research study on the potentials of _Pencak Silat_ in character building, especially self-concept, in order to obtain empirical evidence that _Pencak Silat_ as cultural heritage can also be an educational tool in character building. Regarding the reason mentioned earlier, this study focuses on the relationship between _Pencak Silat_ and self-concept as the implementation of moral development.

2. Methods
The method used in this study is correlational. In this context, this method tries to relate _Pencak Silat_ skills with self-concept. By doing so, it is expected that the results of the study can be guidance or at least consideration in implementing _Pencak Silat_ in sport classes. Whereas, the design employed is Post-Test Only Design.[7] There are two independent variables in this study; (1) _Pencak Silat_ learning and (2) Self-concept. To collect the data needed, this study uses _Pencak Silat_ learning outcomes and questionnaire on self-concept.

Using the instruments mentioned above, the study will gain the data in the form of the movement ability of _Pencak Silat_ learning and the instrument as perceptions on self-concept.[8] The sample of the study consists of Coaching Department students year 2013 whose number will be according to the rules of research.

3. Results
To find out whether _Pencak Silat_ learning supports character building especially self-concept, the study then analyzed the data collected through statistical approach. The results of statistical calculation on the mean, standard deviation, and variance of self-concept on the students performing as the participants on the study can be seen in Table 1 below.
1. Correlation test

Below is the results of correlational test between *Pencak Silat* skills and self-concept.

| Skill                  | Pearson Correlation | Sig. (2-tailed) | N  |
|------------------------|---------------------|-----------------|----|
| *Pencak Silat* Skill Score | -0.364*             | 0.021           | 40 |
| Self-Concept           | -0.364*             | 1               | 40 |

The table shows that the value of the correlation is 0.364 which indicates a strong correlation between the variables with the sig. value 0.021 smaller than the $\alpha$ value of 0.05. This indicates that someone’s skills of *Pencak Silat* can influence their self-concept.

4. Discussion

It has been shown that there is a significantly positive correlation between *Pencak Silat* skills and self-concept. In educational perspective, the development of sport is potential in increasing good characters.[9] From this statement, it can be concluded that participating in sport can enhance positive self-concept leading to good characters. To this relation, (1) suggest that in sport, character building happens since the people doing the sport have to deal with obstacles, self-control, team work, and winning and losing. Those things are actually expected to be implemented in their daily lives.

Despite the fact mentioned earlier, character building is in need of efforts either in the context of sport in schools or out of schools. Somebody who grows up in the neighbourhood with good characters tends to have good characters.[10] There is no doubt that family, school, and the society need to be involved in this. The ideal situation occurs through the process of habituation that leads to persistent life situation.[11] In conclusion, family, schools, and activities in sport are influential in the development of self-concept.

It has been proven that *Pencak Silat* skills have significant correlation towards self-concept. Characters are actually invisible and the most important factor is that sport experiences are a training process of character building referring to the development of social interaction potentials in harmony.[1] Meanwhile, they point out that social interaction process in sport happens through game sport activities, especially ones in groups, since those activities trigger cooperative interaction (interaction among one group members) and competitive or intergroup interaction (interaction among groups).[12] The enrichment of social interaction in sport, the core teaching of physical education, where students have more chances to identify themselves and others so that they know how to think, act, and deal with various human behaviours as well as feelings.[13]

It is such an interesting fact that this study proves sport activities to be influential to character building. *Pencak Silat*, as Indonesian cultural heritage, can be studied in terms of phylogenetic adaptation concept, or the so-called human ability to adjust with the environment.[13] From the point of view of cultural studies, Lutan says, adaptability concept is somebody’s potential to learn from the
environment containing social, cultural, and physical environment. This means that adaptability is basically an ability to sense and perceive issues so that people possessing this are easy to adjust to new conditions.

In the perspectives of sport involvement and behavioural change, it is said that somebody’s involvement in sport can influence the tendency of their behaviours. It is also believed that involvement in sport tends to lead to positive self-concept. Results of an interview with parents whose children are in a baseball team show that their children are getting more cooperative and responsible.[1] This fact again emphasizes that sport includes moral values such as honesty, sportsmanship, discipline, and responsibility. Sport for Development and Peace also states that sport is an effective strategy to educate the youths especially in moral values. It seems to agree with the UN’s notion by elegantly stating that the future of the nation will be determined by the quality of education that should touch noble characters.[13]

As a matter of fact, competitions are usually associated with anti-social behaviours where they trigger athletes’ anti-social behaviours.[1] In this case, they often are there aggressive behaviours led by emotional interests. They investigate the impacts of competitiveness in sport towards attitude and social behaviours on hockey players ranging between 11-12 years. According to this study, either winning or losing does not affect feud between the competitors yet losing usually affects the feud among fellow team members and officials. They also find out that friendly interaction happens 89% of all the time when the athletes are off-match while when they are on-match, 43% of all time is all about unfriendly interaction.

Finally, considering the aforementioned results of the study, it can be assumed that character building, self-concept in particular, in not solely influenced by Pencak Silat skills or activities yet there are some other factors such as the environment, teachers, coaches, etc. This needs to also be taken into consideration that sports does not built character. Character can be taught and learned in sport setting.[13] A sport experience can build character, but if the environment is structured and stated planned goal is to develop character. Thus, teachers and/ or coaches need to create sport experiences promoting positive character building.

The results of the study can at least fill the gaps character-based research studies since the study notices that there are a few numbers of this type of studies in Indonesia. In addition, the study can also be an argumentation that Pencak Silat can be developed in schools as a means of character building.

5. Conclusion
Having analysed the data collected, this study concludes that there is significant correlation between Pencak Silat skills and student self-concept development.

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