

Video-Based Learning Media: Pencak Silat Material, Structured Hands-On Practice Method

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ABSTRACT

This research aims to determine the feasibility of learning media by lining up physical education videos with pencak silat material and to determine the effectiveness of learning media by lining up physical education videos with pencak silat material on student learning outcomes. The stages of this research are the needs analysis stage, the learning media planning stage lined up with pencak silat material videos (design), the development stage (develop), and the testing stage (validation). The results of this study show that (1) the learning outcomes of the minimum pretest score for the control group were 41 and the highest score was 70, while the average score was 54.92%. (2) The learning outcomes of the minimum posttest score for the control group were 41, and the highest score was 80, while the average score was 62.58%. (3) The distribution of pretest learning results with a score of 41–48 is in the strongly disagree category; there is 1 student with a percentage (8.3%) the same as the posttest. (4) The distribution of pretest learning results with a score of 49–56 was in the disagree category; there was 1 student with the same percentage (8.3%) as the posttest. (5) The distribution of pretest learning outcomes with a score of 57–64 was in the neutral category; there were 5 students with a percentage (41.7%) and posttest 4 students with a percentage (33.3%). (6) The distribution of pretest learning results with a score of 65–72 is in the neutral category; there are 3 students with a percentage (25.0%) the same as the posttest. (7) The distribution of pretest learning results with a score of 73–80 is neutral; there were 2 students with a percentage of 16.7% and 3 students with a percentage of 25.0%). The results of hypothesis testing using the independent sample T-test by looking at the probability sig. (2-tailed) show a coefficient of 0.103. greater than 0.05, it can be concluded that there is a difference.

KEYWORDS

Pencak Silat learning outcomes; instructional media; structured.

INTRODUCTION

Learning media development is an activity that can be carried out by teachers or educators. Learning media is anything that's utilized to channel messages and can fortify considerations, sentiments, consideration, and will so that it can energize a learning prepare that is deliberate, purposeful, and controlled (Miarso, 2016: 392). Learning media is useful as a teaching aid, namely supporting the use of teaching methods used by teachers to utilize information and communication technology, especially computers or laptops, smartphones, and internet networks, to help increase students' interest in the learning prepare. This will make it less demanding for teachers to communicate material to

students, one of which is the utilize of media with software (Anggoro, 2015). The implementation of software-assisted learning, which is one of the learning media based on information and communication technology, has an important role in increasing the level of learning. student understanding.

The use of software is expected to be able to overcome several problems, such as time efficiency in the teaching and learning process, which means that students continue to learn the material that will be studied without the presence of the teacher. This means that the quality of learning is said to be good if students actively carry out various activities to develop themselves as a whole through interaction with various learning resources. Using software-based multimedia, the material to be provided is more complete, more interesting, and more time-efficient (Purwanti, 2017). According to Widodo and Wahyuni (2016) the learning process with software allows students to learn independently while understanding a concept. The use of media can also increase students' understanding of a lesson.

According to Hussein (2021), the use of learning media will be able to help students understand physical education concepts that they do not yet understand, and learning media is much more useful than teaching students using the lecture method.

. Video is a medium that can support its users to learn and master learning material. By using video media, teachers and students can study physical education learning material in more detail by seeing and hearing, repeating, and paying attention to certain movements, so they can see clearly.

Hands-on Practice (HOP) is an action planned to include students in investigating data and inquiring questions, doing exercises and finding, collecting information and analyzing, and making their claim conclusions. Through hands-on hone learning, students are welcomed to work with their claim hands, and through that, they can get it superior and be able to illuminate the learning issues they are confronting.

Hands-on Hone (Bounce) will offer assistance students learn more effectively and inventively so that they not as it were get and record material given by the educator but can too get it and draw their possess conclusions.

Students will not feel bored because in hands-on practice (HOP) learning, students are required to always be active with the handwork given by the teacher. In line with the opinion of Suherman et al (2022), hands-on practice learning is learning that invites students to learn from observations of everyday life that can be done with their hands.

Physical education aims to develop affective, cognitive, and psychomotor aspects. Where the affective aspect explains students' attitudes or morals, cognitive explains students' knowledge, and psychomotor explains the skills students have. In a few speculations, physical instruction is instruction through physical movement, which is utilized as a medium to attain by and large person improvement (Suherman et al., 2022). Therefore, physical education is very necessary for students. Apart from forming attitudes and increasing knowledge, physical education is also needed to hone basic movements and physical fitness, which are carried out through learning. So physical education is an educational process that becomes the basis for students to carry out activities or sports, especially pencak silat. Meanwhile, the aim of physical education can be the formation of movement, the formation of achievement, social formation, and the growth of the student body.

Pencak silat, whose form is the demonstration and practice of all martial arts moves and techniques, is carried out in its entirety and with the aim of maintaining or improving physical fitness, dexterity, and endurance. Pencak silat aims, as a means of physical education, among other things, to achieve health, recreation, and achievement (Wardana & Aribowo, 2021). By studying the theory and practice of Pencak Silat, it is hoped that students will be able to demonstrate the art of Pencak Silat movements and moves well.

The sparring category of Pencak Silat is a match in which two martial artists from distinctive camps confront each other utilizing components of defense and assault, specifically repelling, avoiding, assaulting the target, and thumping down the adversary (PB IPSI, 2007: 2). To be able to carry out defense and attack techniques, a silat fighter must master the techniques in pencak silat properly and correctly. For this reason, it is necessary to master the techniques in pencak silat through a relatively long training process that is carried out regularly in a programmed and measurable manner.

The sparring category of pencak silat is a body-contact sport; the possibility of injury is relatively large. For this reason, good biomotor components are needed. The biomotor components required in pencak silat include strength, speed, power, flexibility, agility, and coordination. Apart from that, psychological aspects in the form of mastery of emotions, motivation, and intelligence, as well as other elements related to psychology, are needed to further support becoming a good martial artist.

This inquire about is persuaded by a investigate hole in past inquire about. Based on research conducted by Triprayogo, et al. (2020) and Vai et al. (2019), Research supported by Riko Valentino (2018) concluded that video-based pencak silat learning media is easy, has clarity, attractiveness, accuracy, and effectiveness, and is therefore suitable as a learning medium.

In this way, students will more easily understand the learning being carried out. A learning model can also be interpreted as a conceptual system that's utilized as a direct in carrying out an movement. Through the learning model, teachers or trainers can help students acquire basic attitudes, basic movements, and basic techniques. The learning show too capacities as a direct for learning originators and teachers in arranging educating and learning exercises. Meanwhile, the learning model, according to Kesuma et al. (2021) is "a design utilized as a direct in arranging learning in lesson and instructional exercises." The definition of a learning show, agreeing to Putriani (2020), may be a conceptual system that portrays systematic procedures for organizing students' learning encounters to realize certain learning objectives and capacities as a direct for learning originators and teachers in arranging and actualizing educating and learning activities.

Hands-on practical is a learning model designed to involve students in exploring information, asking questions, doing activities, discovering, collecting data, and analyzing and drawing their own conclusions. Students are given the freedom to construct thoughts and findings while carrying out activities so that they do it themselves without burden, have fun, and have high motivation (Kartono, 2019: 22).

Hands-on practice in the form of real activities includes, among other things, identifying, cutting, pairing, or arranging objects so that a pattern or regularity is formed, which is a property, formula, or theorem (Riyanti, 2019: 34) Through hands-on hone, an appreciation and encounter will be shaped to set up an understanding (appreciation) since it is able to together educate psychomotor (abilities), understanding (information), and emotional (demeanor) capacities, which more often than not utilize the research facility and/or the like. Too, it can give an in-depth appreciation of what is learned, so that what understudies pick up isn't effectively overlooked. In hands-on hone, understudies will pick up this information straightforwardly through their possess encounter (Kartono, 2019: 24).

Learning videos are a medium for transferring knowledge and can be used as part of the learning process. More interactive and more specific than a book or lecture, a tutorial seeks to teach by example and provide information to complete a specific task.

Learning video media could be a set of components or media that's competent of showing pictures and sound at the same time (Sukiman, 2012). In the mean time, agreeing to Cecep Kustandi, video may be a instrument that can display data, clarify forms, clarify

complex concepts, instruct aptitudes, abbreviate or moderate down time, and impact demeanors (Kustandi and Sutjipto, 2013).

Video is an audio-visual medium that shows pictures and sound. The messages displayed can be genuine (occasions, imperative occasions, news) or anecdotal, such as stories, which can be enlightening, educative, or directions (Arif, 2019). Daryanto expressed that video media is anything that permits sound signals to be combined with moving pictures sequentially (Daryanto, 2016).

Learning video media can be classified into sorts of varying media helps (AVA) media or media that can be seen and listened. More often than not, this media is put away within the frame of a disk or tape. VCD media is media with a video capacity and recording framework where audio-visual signals are recorded on plastic disks, not on attractive tape (Arsyad, 2018).

The learning video media that will be utilized, anything the shape, must be able to spur students to memorize the data and information contained in it. Separated from containing exact data and information, learning video media must moreover be curiously so that it can persuade students to memorize in an motivation way. The utilize of video programs in learning must be able to rationally include students within the learning handle. Students who are intensively included with video media and the learning materials contained in it'll learn more effectively and be able to realize the required competencies.

The specialized quality of video programs utilized for learning purposes must be in great condition; the clamor calculate in an sound program will truly meddled with the smooth running of learning exercises. The irregular picture quality of learning recordings can moreover harm students' consideration to learning. Unsettling influence variables have to be minimized within the utilize of learning media.

The formulation of the problem from the background and limitations of the problem above can be stated, among others: (1) Is the development of video-based learning media on pencak silat material covering basic techniques, dodges, conventional stances, and parrying using the structured hands-on-practice method in class?; (2) Is the process of developing the ADDIE (Analyze, Design Development, Implementation, and Evaluation) model in video-based learning media on structured hands-on-practice method pencak silat material feasible and effective for improving the learning outcomes of Class X students?

RESEARCH METHODS

The research strategy utilized is research and development (R&D). Based on the center and destinations of the investigate, typically an in-depth think about to get total and point by point information. This research aims to get an in-depth overview of the development of hands-on practice-based pencak silat learning media using videos in physical education subjects for class X high school students. This development process uses the ADDIE (Analyze, Design, Development, Implementation, and Evaluation) model as a design, which is considered very suitable for developing media as a physical education learning guide.

This research was conducted at SMA Muhammadiyah 2 Medan at the address Jl. Abdul Hakim No. 2 Tanjung Sari Medan, Medan Selayang District, Medan City, North Sumatra Province.

ADDIE is an abbreviation for Analysis, Design, Development or Production, Implementation or Delivery, and Evaluations. Concurring to item advancement steps, this investigate and improvement demonstrate is more sound and total than the 4D show. These models have something in common with the database framework improvement demonstrate depicted already. The center exercises at each organize of improvement are

moreover nearly the same. Subsequently, this show can be utilized for different shapes of item improvement, such as models, learning procedures, learning strategies, media, and teaching materials.

Test subjects and respondents in research on video-based learning media in physical education subjects for students at SMA Muhammadiyah 2 Medan were carried out by three expert lecturers. The material expert, namely the lecturer, plays a role in determining whether the video-based learning media for physical education subjects for Muhammadiyah 2 Medan High School students is appropriate to the level of depth and correctness of the material. Assessment by material experts of video-based learning media in physical education subjects for students of SMA Muhammadiyah 2 Medan.

The small-scale trial in this research was 30 students in class X SMA Muhammadiyah 2 Medan; for the large-scale trial, there were 60 students in class

Tests are for the most part utilized to survey and degree student learning results, particularly cognitive learning results with respect to authority of instructing materials concurring to instructive and teaching goals (Sudjana, 2018). The tests tested must be in accordance with the material taught during the research.

Table 1. Basic Technical Test Instrument Grid

Score	Assessment Criteria
5	Both feet are shoulder-width apart, the left foot is in front with the toes facing forward, while the toes of the right foot are facing obliquely.
4	Stand up straight with both shoulders facing forward
3	The right leg (kicking leg) is lifted more than 90 degrees by bending the knee first, followed by the leg straight forward, the sole of the foot facing forward, the sole of the left foot is firmly supported to support the weight when launching the kick.
2	After performing the basic techniques of stance, punching and parrying, stand up straight with your shoulders facing forward.
1	Fingers opened tightly facing downwards. After performing the basic techniques of stance, punching and parrying, position your head facing forward with your gaze straight ahead (target).

Then, to interpret the level of validity of video-based learning media, the value of the content validity obtained from the Aiken's V validity test, the validation assessment criteria will be used as directed at the feasibility level as follows:

Table 2. Aiken's V Validity Assessment Scale Guidelines

No	Score Interval	Category
1.	$0.80 < V < 1.00$	Very Decent
2.	$0.60 < V < 0.80$	Eligible
3.	$0.40 < V < 0.60$	Decent
4.	$0.20 < V < 0.40$	Very Decent
5.	$0.00 < V < 0.20$	Very Infeasible

Source: Hendryadi, (2019)

Table 3. Small Scale and Large Scale Feasibility Test Assessment Criteria

No.	Score Interval	Category
1.	$X > Mi + 1,8 Sbi$	Very Decent
2.	$Mi + 0,6 Sbi < X \leq Mi + 1,8 Sbi$	Eligible
3.	$Mi - 0,6 Sbi < X \leq Mi + 0,6 Sbi$	Decent
4.	$Mi - 1,8 Sbi < X \leq Mi - 0,6 Sbi$	Very Decent
5.	$X \leq Mi - 1,8 Sbi$	Very Infeasible

In testing the effectiveness of student learning outcomes using online learning media during learning, student learning outcomes, namely the pre-test and post-test, will be reviewed in terms of increasing scores by calculating the difference in pre-test and post-test scores. The data will be analyzed using paired sample t-test analysis to determine whether or not there is an increase in student learning outcomes before and after using the product developed, namely online learning-based learning media.

After carrying out the prerequisite tests, namely normality and homogeneity tests, where the data is normally distributed and has homogeneous variance. Next, a t test (independent sample t test) is carried out, with the following decision rules:

1. If the sig value. < 0.05 , then there is a significant increase in learning outcomes for students who are taught with structured hands-on practice learning media in physical education subjects, pencak silat material.
2. If the sig value. > 0.05 then there is no increase in learning outcomes taught by structured hands on practice learning media in physical education subjects, pencak silat material

The basis for decision making referring to the effectiveness test analysis of accepting or rejecting H_0 in this test is as follows:

If t count $>$ t table and probability $\alpha < 0.05$, then H_0 is rejected.

If t count $<$ t table and probability $\alpha > 0.05$, then H_0 is accepted.

Data processing in this research uses statistical tests with t-test techniques, so it is necessary to test the analysis requirements, so that the results can be used to draw conclusions. To be able to carry out t-test analysis, there are several assumptions that must be met. Among them is that the sample must come from a normally distributed population and come from a homogeneous population.

Independent sample T-Test or Independent Sample T Test is the interpretation of data with 2 different cases, by comparing the averages of two groups of data. The conditions are that the data must be quantitative variables in two different groups and the sample used is randomly distributed normally.

The steps for the Independent Samples T Test are as follows:

1. Determine the hypothesis
 H_0 : there is no difference between the average posttest score of the experimental class and the control class.
 H_a : there is a difference between the average posttest score of the experimental class and the control class.
2. Determine the level of significance
The test uses a two-sided test with a significance level of $\alpha = 5\%$ or 0.05
3. Determine t count
Calculated t value (Equal Variances Assumed or Equal Variances Not Assumed).
4. Determine the t table
The t distribution table is searched at $\alpha = 5\% : 2 = 2.5\%$ (2-sided test) with n-2 degrees of freedom (df).
5. Testing Criteria
 H_0 is accepted if t count $<$ t table
 H_0 is rejected if t count $>$ t table
By significance:
 H_0 is accepted if significance is > 0.05
 H_0 is rejected if significance < 0.05
6. Conclusion
This stage of the Average Difference Test with the Independent T Test uses the SPSS Statistics 23. for Windows program.

The formulation of the statistical hypothesis (Sugiyono, 2010:120) is as follows:

Ho: $\mu_1 = \mu_2$

Ha: $\mu_1 \neq \mu_2$

RESULTS AND DISCUSSION

Results

Based on the results of the research and development carried out, the development of structured hands on practice learning media for physical education subjects, pencak silat material for class X SMA Muhammadiyah 2 Medan.

Table 4. Expert Validation Data

No	Aspect	Score	(%)	Criteria
1	Material Validation	0,94	94	Very Eligible
2	Media Validation	0,84	84	Eligible
3	Validation of Learning Design	0,73	73	Eligible
Overall Aspect Total			83,66	Very Eligible

Tabel 5. Data Uji coba Siswa

No	Aspect	Score	(%)	Criteria
1	Individual Trial	0,86	86	Very Eligible
2	Small Group Trials	0,85	85	Very Eligible
3	Field/Main Trials	0,75	75	Eligible
Overall Aspect Total			82,00	Very Eligible

Description of students' pretest and posttest learning results in the Penjakes lesson with pencak silat material for class X Muhammadiyah High School as the control class using the Hands of Practice learning model can be seen in table 6.

Table 6. Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
PreTest_Control	12	41	70	54.92	8.949
PosTest_Control	12	41	80	62.58	12.019
Valid N (listwise)	12				

From table 6, it can be concluded that the minimum pretest score for the control group was 41 and the highest score was 70, with the average score obtained being 54.92. Meanwhile, the minimum posttest score from the control group was 41 and the highest score was 80, with an average of 54.92.

In order to determine the existence of the hands-on learning model, it is necessary to distribute the frequency of learning outcomes for control class X students at SMA Muhammadiyah 2 Medan.

From this calculation, it was found that the number of categories for the 12 control class students was five. The reference categories for obtaining scores are as follows: strongly agree, agree, neutral, disagree, and strongly disagree. In order to find out what category the learning outcomes of class X SMA Muhammadiyah 2 Medan are in, it is necessary to do an interval first. The student's score interval uses a formula, namely the highest score minus the lowest score divided by the number of categories assigned. Visually, the formula for finding the interval is formulated as follows:

$$\text{Interval} = \frac{(\text{shighest score} - \text{lowest score}) + 1}{\text{many categories}}$$

$$\text{Interval} = \frac{(80 - 41) + 1}{5} = 8$$

The interval obtained is 8, so the lowest value or strongly disagree is in the interval 41 - 48, disagree is in the interval 49 - 56, neutral is in the interval 57 - 64, agree is in the interval 65 - 72, strongly agree is in the interval 73 - 80.

Table 7. Frequency Distribution of Physical Education Learning Results for Pencak Silat Material

No	Score	Category	Learning Outcomes			
			PreTest		PostTest	
			Frekuensi	Persen (%)	Frekuensi	Persen (%)
1.	73 - 80	Strongly Agree	2	16.7	3	25.0
2.	65 - 72	Agree	3	25.0	3	25.0
3.	57 - 64	Neutral	5	41.7	4	33.3
4.	49 - 56	Disagree	1	8.3	1	8.3
5.	41 - 48	Strongly Disagree	1	8.3	1	8.3
Total			12	100.0	12	100.0

The average learning outcome is the overall average score obtained both pretest and posttest. The presentation of the average learning outcomes is intended to see the acquisition/increase in percentage before and after treatment with the hands of practice learning model. The average increase is presented in table 8.

Table 8. Learning Average for Class X SMA Muhammadiyah 2 Medan

Average Learning Outcomes	
PreTest	PostTest
2.67	2.50

From the table above, it is known that the average pretest learning result is 2.67, then the average posttest learning result is 2.50. This means that the student learning outcomes after being given learning using the hands-on model for Class X SMA Muhammadiyah 2 Medan students

Description of students' pretest and posttest learning results in the Penjakes lesson with pencak silat material for class X Muhammadiyah High School as the control class using the Hands of Practice learning model can be seen in table 9.

Table 9. Descriptive Statistics of the Experiment

	N	Minimum	Maximum	Mean	Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic
PreTest_Control	21	16	91	58.95	3.716
PosTest_Control	21	12	80	45.43	3.211
Valid N (listwise)	21				

From Table 9, it can be concluded that the minimum pretest score for the experimental group was 16 and the highest score was 91, with the average score obtained being 58.95. Meanwhile, the minimum posttest score for the control group was 12, and the highest score was 80, with an average of 45.43.

From this calculation, it was found that the number of categories for the 21 experimental class students was five. The reference categories for obtaining scores are as

follows: strongly agree, agree, neutral, disagree, and strongly disagree. In order to find out what category the learning outcomes of class X SMA Muhammadiyah 2 Medan are in, it is necessary to do an interval first. The student's score interval uses a formula, namely the highest score minus the lowest score divided by the number of categories assigned. Visually, the formula for finding the interval is formulated as follows:

$$\text{Interval} = ((\text{highest score} - \text{lowest score}) + 1) / (\text{many categories})$$

$$\text{Interval} = ((80 - 16) + 1) / 5 = 13$$

The interval obtained is 13, so the lowest value, or strongly disagree, is in the interval 16–28; disagree is in the interval 29–41; neutral is in the interval 42–54; agree is in the interval 55–67; strongly agree is in the interval 68–80.

Table 10. Frequency Distribution of Physical Education Learning Results for Penak Silat Material

No	Score	Category	Learning Outcomes			
			PreTest		PostTest	
			Frequency	(%)	Frequency	(%)
1.	68– 80	Strongly Agree	5	23.8	9	42.9
2.	55 – 67	Agree	4	19.0	7	33.3
3.	42 – 54	Neutral	8	38.1	2	9.5
4.	29 – 41	Disagree	2	9.5	2	9.5
5.	16 – 28	Strongly Disagree	2	9.5	1	4.8
Total			21	100.0	21	100.0

The average learning outcome is the overall average score obtained both pretest and posttest. The presentation of the average learning outcomes is intended to see the acquisition/increase in percentage before and after treatment with the hands-on learning model. The average increase is presented in table 11.

Table 11. Learning Average for Class X SMA Muhammadiyah 2 Medan

Average Learning Outcomes	
PreTest	PostTest
2.62	2.00

From the table above, it is known that the average pretest learning result is 2.62, and the average posttest learning result is 2.00. This means that the student's learning outcomes after being given learning using the hands-on model for Class X SMA Muhammadiyah 2 Medan students

Data processing in this research uses statistical tests with t-test techniques, so it is necessary to test the analysis requirements so that the results can be used to draw conclusions. To be able to carry out a t-test analysis, there are several assumptions that must be met. Among them is that the sample must come from a normally distributed population and come from a homogeneous population.

Independent sample A T-test, or independent sample T-test, is the interpretation of data with two different cases by comparing the averages of two groups of data. The conditions are that the data must be quantitative variables in two different groups, and the sample used is randomly distributed normally.

Table. 12. Posttest Data Normality Test Results
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		21
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	12.80310907
Most Extreme Differences	Absolute	.139
	Positive	.139
	Negative	-.087
Test Statistic		.139
Asymp. Sig. (2-tailed)		.103 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

Based on the normality test, it is known that the probability value of Asymp.Sig.(2-Tailed) in the Kolmogorov-Smirnov test is 0.103. The probability of significance of the Kolmogorov-Smirnov posttest shows more than 0.05, so it is known that the data is normally distributed or meets the requirements of the normality test.

The results of the t test (average difference test) on the posttest scores of the experimental group and the control group can be used as a reference for testing hypotheses. Based on the t test (average difference test), which was carried out on the posttest scores of the control and experimental groups, the results obtained were sig. (2-tailed) 0.103. Because the significance/probability figure shows the value is > 0.05, Ho is accepted, namely the development of video-based media, a structured hands-on practice method that is developed as feasible and effective for Pencak Silat Material for Class X Muhammadiyah 2 Medan High School Students.

Discussion

Discussion of research results is carried out to examine and analyze the comes about of the investigate that has been carried out. Exploratory inquire about that has been carried out in understanding with the built up inquire about strategy is analyzed in profundity to pick up distant better;a much better;a higher;a stronger;an improved">a distant better understanding. Based on hypothetical thinks about and factual calculations with reference to the conclusions of the examination carried out, This research aims to determine whether or not there is a development of structured hands-on practice learning media in physical education subjects, such as pencak silat material for class X SMA Muhammadiyah 2 Medan.

From the results of hypothesis testing, it can be concluded that there is a significant influence between dodging training (X) and improving basic moves (Y) in class. This means that leg muscle training has a fairly strong positive relationship with the education of pencak silat material.

By providing good basic pencak silat training to a pencak silat student, it will in itself really help other students to develop their mental attitude, knowledge, skills, and environment. This is because when silatagar students are more serious about learning about better pencak silat material, other students who are still hesitant about pursuing pencak silat become even more serious about taking pencak silat. Apart from that, if a pencak silat student is able to perform the basic moves well, it will be easy to understand the moves in class X-level pencak silat.

To perform good basic moves, of course, a student must have a strong stance. There are many exercises that can be used to strengthen muscles, especially for leg strength training

in pencak silat games. If a student has a strong stance, then it will be very easy for the student to perform basic pencak silat techniques; therefore, he must have knowledge and skills in pencak silat.

This is in line with what Tomi Kharisman has stated in his book, namely Tapak Suci Putera Muhammadiyah, Medan City. This book also includes the PAIKEM learning method, namely active, innovative, creative, effective, and fun/challenging learning. In this way, students will participate in more extracurricular lessons in order to achieve optimal performance.

By having good physical abilities to generate tension or strength against a defense.", Penjakes are closely related to the activities of a pencak silat player when playing silat, including when performing basic moves. Because with a good health coach, it is almost certain that the student's strength will be better and stronger in the legs and arms that will compete. Therefore, you must be prepared with the metal, attitude, knowledge, and skills and know the situation in the environment when you want to compete.

Based on the results of hypothesis testing regarding the influence of the independent variable on the dependent variable, it proves that both variables have a significant influence. There is a significant influence because in this study, the form of training given to the sample was a form of physical education training that was varied and adapted to the needs of pencak silat training.

The results of the analysis of the requirements for the two groups are homogeneous because the value is significant for class X SMA Muhammadiyah 2 Medan. $0.103 > 0.05$, so it can be concluded that the two groups are homogeneous. From the posttest scores in the normality test for the control and experimental groups, it can be concluded that the posttest scores for the two groups are normally distributed.

The T test was carried out to compare the learning outcome scores of the two research groups. The T test was carried out using the independent sample T-test on SPSS. 23. The T test was carried out by looking at the probability sig. (2-tailed) at SMA Muhammadiyah 2 Medan, which showed a coefficient of 0.103. This probability shows that it is greater than 0.05, so it can be concluded that it is considered feasible and effective. After carrying out the T test, a hypothesis test is carried out.

During the research, students (a sample) seemed enthusiastic about carrying out training programs in the field or using the video applications provided. The discipline and seriousness of the sample in PJOK is one of the influencing factors in this research, especially the pencak silat material. The video form given to the class This can be seen from the increase in students' abilities before the video was given practice (pre-test) and after they were given practice (posttest).

Hypothesis testing shows that there is a development of structured hands-on practice learning media in physical education subjects, such as pencak silat material. This shows that in PJOK, the pencak silat material must be the attention of a trainer so that basic techniques, especially dodging, parrying, and attacking, must continue to be given to pencak silat students so that maximum performance can be achieved well.

CONCLUSION

After carrying out the process or stages of developing structured hands on practice learning media in physical education subjects, pencak silat material for class with the ADDIE model; (2) The research object was carried out by SMA Muhammadiyah 2 Medan by determining initial competencies based on teaching modules including basic techniques, dodges, stances, parrying and conventional (tools); (3) Pencak silat material includes stance movement skills, punching skills, parrying skills, kicking skills, dodging skills and

stick skills, machete based on hands of practice method videos running on the web <https://tommyarisman.digitalTeknologi.net>; (4) The research was carried out only to test the feasibility and effectiveness of the video-based product being developed; (5) The t test (average difference test) was carried out on the posttest scores of the control and experimental groups, the results obtained were sig. (2-tailed) 0.103. Because the significance/probability figure shows the value is > 0.05 , H_0 is accepted, namely the development of video-based media and a structured hands-on practice method that was developed as feasible and effective for Pencak Silat Material for Class X Muhammadiyah 2 Medan High School Students.

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