

Olympic Movement Based Pencak Silat Training Model Block and Random Methods

Jeki Purnama Putra^{1*}, Puji Astuti¹, Krisno Giovanni¹, Oki Candra³, Resty Gustiawati⁴

¹*Sport Science, Faculty of Health Sciences, Kartamulia University Purwakarta, Indonesia*

²*Physical Education, Faculty of Teacher Training and Education, Riau Islamic University, Indonesia*

³*Sport Education, Faculty of Teacher Training and Education, Singaperbangsa University Indonesia*

*email corresponding author: jekipurnama@univkartamulia.ac.id

Received: 25/02/2025

Revised: 11/03/2025

Accepted: 12/03/2025

Copyright©2025 by authors. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

Abstract

The crisis in value education in sport is increasingly evident, with many athletes prioritizing winning over the application of Olympic values. The paradigm shift from merely pursuing “sporting results” to “growing social impact” is the basis for understanding the importance of sport as a means of social development and improving the quality of life of the community. This research offers a new approach by integrating an Olympic Movement-based pencak silat training model, so that fighters/athletes gain a more comprehensive understanding of Olympic Movement values. This study used an experimental method with 45 participants divided into three groups: 15 participants in the Olympic Movement-based pencak silat training block method group, 15 participants in the random method group, and 15 participants in the control group. The instrument used was the Olympic Movement Instrument (OMI). The results showed a difference in the effect on the understanding of Olympic Movement values in each group. The group that practiced using the Olympic Movement-based model with block and random methods showed better results than the group that did not use the model. In conclusion, the Olympic Movement based pencak silat model that emphasizes the values of respect, friendship, and excellence with a deliberate structure has proven effective in improving understanding of Olympic Movement values and shaping the character of fighters. This model is considered feasible to use in athlete development.

Keywords: Pencak Silat, Values, Olympic Movement.

How to cite:

Putra, J. P., Astuti, P., Giovanni, K., Candra, O., & Gustiawati, R. (2025). Olympic Movement Based Pencak Silat Training Model Block and Random Methods. *JUMORA: Jurnal Moderasi Olahraga*, 5(1), 22–37. <https://doi.org/10.53863/mor.v5i1.1536>

1. INTRODUCTION

In the last two decades, a strong movement has emerged that seeks to restore the role of sport as a tool to achieve broader and sustainable social development goals, especially for marginalized communities. This view is reflected in collaborative efforts that harness the potential of sport to bring about positive change in society. Research conducted by Kidd (2008) illustrates this shift and identifies the factors underlying it. In the context of marginalized communities, sport is considered to overcome social and economic barriers by promoting social inclusion, empowering individuals through skill development and increased self-confidence, while improving physical and mental health. Moreover, sport can be integrated into education to instill important values and serve as a platform to raise crucial social issues. This concept reflects a fundamental shift in how we view the role of sport in driving positive change in communities that need greater support. The transformation of the view on sport in South Korea, from an emphasis on "Development of Sport" to the concept of "Development through Sport" can be understood in the socio-political context that underlies this change. Research conducted Ha et al. (2015) revealed that this shift came as a reaction to the country's strong desire to achieve the status of a developed nation in the realm of sports. More than just seeking sporting achievements alone, South Korea now views sports as a means of making deeper contributions in various social and political aspects.

The paradigm shift from "sport outcomes" to "development societal outcomes," as expressed by Astle et al. (2019), represents a significant shift in how we view and assess the value of sport. This new paradigm marks a transition from a focus solely on sporting outcomes and achievements to a broader understanding of the societal impact sporting activities can have. More than just competition and entertainment, sport is now seen as a potential tool in realizing holistic social development and improving people's overall quality of life. Through participation in sport, communities can achieve physical and mental health benefits, promote inclusion and diversity, develop educational and leadership values, and stimulate economic growth through the sports industry. In addition, sport also has a role in fostering community unity and identity, and can be a tool to champion positive social change. This new paradigm invites us to recognize the enormous potential of sport as an effective agent of social development that is beneficial in realizing broader societal goals.

The development of a paradigm that shifts the focus from "sport outcomes" to "development societal outcomes" drives the importance of integrating sport values, including Olympic values known as the "Olympic movement," in the learning and training process for young people involved in sporting activities. These values, such as unity, camaraderie, excellence in performance, fair play and respect for diversity, play a central role in shaping the character, attitudes and behaviors of young people. By teaching these values, not only is success in competition the goal, but also holistic growth and positive contributions in social development come into focus. The integration of these Olympic values in sports learning and training provides a solid foundation for shaping young people who are not only proficient in sports, but also have strong ethics, a commitment to cooperation, and a deep understanding of the importance of inclusion and diversity in a global society.

The concept of the Olympic Movement has a strong impact on the formation of a nation's national identity and the overall direction of social development. In the aspect of national identity formation, the Olympic movement provides a platform for a nation to present its culture, sporting

achievements and values to the international community. Participation in the Olympic Games and the application of Olympic values create a positive image of the nation's character in the eyes of the world. For example, the role of athletes in the Olympics symbolizes the unity and representation of the nation on the global stage. In addition, the culture of fair play, brotherhood and cooperation emphasized by olympism creates the view that the nation is an entity that values peace, tolerance and global engagement. The values of the olympic movement according to Koenigstorfer & Preuss, (2018) which includes 3 aspects of Living Respect, Living Friendship, Living Excellence with 12 indicators including: (Tolerance, diversity, equality, anti-discrimination, friendship, warm relationships with others, understanding, cooperation, superior personality, achievement in competition, focus and hard work efforts).

Sports can be used as a medium to implement the olympic movement including soccer, basketball and Pencak silat etc. Pencak silat as an authentic Indonesian sport has great potential in implementing the phenomena described earlier. Through the training and competition undertaken by the fighters, pencak silat is able to maintain and improve health and physical fitness. In addition to the content of moral values and noble morals such as respect for opponents, sportsmanship, and discipline are an integral part of pencak silat practice Syaifullah & Doewes, (2020). Through intense training, the fighters also develop achievements, intelligence, and overall human quality. Pencak silat also has a role in strengthening national unity, by teaching cooperation and brotherhood through training and a solid pencak silat community. In addition, pencak silat can be an effective tool in strengthening national resilience by forming a strong character and nationalistic spirit.

Indirectly there are some olympic movement values that have been done by the fighter/athlete not intentionally. Emphasizes the importance of designing structured and planned "Intentionally structuring" sport programs with specific goals to achieve positive developmental outcomes in adolescents. Well- designed sport programs are more likely to be effective in having a significant impact on the positive development of adolescents compared to unstructured or haphazardly programmed sport programs.

Intentionally structuring in this context refers to a deliberate and conscious approach to designing a sport program by considering the goals to be achieved as well as the steps to be taken to achieve those goals. This includes the selection of appropriate physical activities, appropriate training methods, emphasis on skill and character development, and ongoing evaluation to ensure the desired development occurs. Bean's (2016) study highlighted the importance of structure in sports programs in achieving positive outcomes in adolescents. With a clear structure in place, participants were better able to develop commitment, responsibility, and discipline in participating in the sport program. The essence of this research is that a structured sports program helps to create an environment that supports adolescents' personal and social growth. The structure in sports programs allows coaches to plan gradual and continuous practice, teach ethical values and sportsmanship, and provide constructive feedback to participants. As such, participants can experience development in physical skills, self-confidence, social skills and the ability to overcome challenges.

It is important to note that a structured sports program is not only concerned with physical aspects, but also includes psychological and social aspects. By considering these various aspects in designing the program, adolescents can develop skills and values that are beneficial in everyday life. Overall, structured design in sports programs is essential for creating experiences that impact

the positive development of adolescents, combining physical activity, learning, character development, and ongoing evaluation, structured sports programs have great potential to inspire the overall growth and maturation of adolescents.

In integrating the Olympic Movement, researchers also use two methods, namely the block method and the random method. In integrating Olympic Movement values into the learning context, researchers often use the block method and random method as different approaches. Both methods have the same goal, which is to introduce and apply Olympic Movement values in learning situations, but with different approaches in the delivery of materials and student experiences. Block method: the block method involves presenting Olympic Movement values in a dedicated period or block of time, separate from the regular learning material. In this method, a set of lessons is dedicated entirely to explaining and discussing Olympic Movement values.

The random method involves randomly presenting Olympic movement values in daily sports lessons. In this method, the values are integrated unexpectedly in the various sports activities performed during learning. Both methods have their advantages and disadvantages. The block method allows for a deeper and more focused exploration of the olympic movement values, while the random method creates a more varied and natural experience in applying the values. The choice between these two methods can be adjusted according to the learning objectives, student characteristics, and learning environment. All aim to ensure students understand, internalize and apply the values of the Olympic Movement in their sport and life in general. In line with the explanation of the background of the problem above, the research wants to focus on the integration of olympic movement in the sport of pencak silat using the block and random method for the integration group. "Olympic Movement Based Pencak Silat Training Model Block and Random Methods".

Based on the background of the problems described above, the problem formulations in this study are: "Is there a significant difference in the effect between the olympic movement-based pencak silat training group with the block method and the olympic movement-based pencak silat training group with the random method on increasing the understanding of Olympic values in pugilists".

2. METHOD

2.1 Research Methods

The research design used in this study was multiple treatment and pretrial control (Shadish et al., 2002). The research design included a control group and multiple treatment groups. Study participants were randomly assigned to either the control group or one of the treatment groups (Shadish et al., 2002). In this design, study participants are randomly assigned to one of these two groups. The control group is the group that receives no integration in the study, while the treatment group is the group that receives one or more treatments in the study. The purpose of using a control group is to compare the change or effect of the treatment with the untreated group. Therefore, this design allows researchers to assess the effectiveness or impact of a given treatment or intervention by comparing the results between the control group and the treatment group. By using randomization to determine the location of participants in the control or treatment group, this design helps to reduce location bias that may affect the study results. As such, this research design provides a solid basis for drawing conclusions about the effectiveness of the training or

intervention being studied. Below is a graphical representation of the research design used: Multiple Treatment and Control with Pretest (Shadish et al., 2002).

Tabel 1.

Research Design Multiple Treatment and Control with Pretest

| Subject | <i>Pres-Test</i> | Treatment | <i>Post-Test</i> |
|---------|------------------|-----------|------------------|
| R | O ₁ | P | O ₂ |
| R | O ₁ | P | O ₂ |
| R | O ₁ | X | O ₂ |

Source: (Shadish et al., 2002)

Population is a general area consisting of objects that have certain properties and characteristics identified by researchers to be studied and then draw conclusions (Sugiyono, 2015). Therefore, the population of this study were athletes of the BSHC martial arts club in Bandung, totaling 150 people from several martial arts schools. In line with this, the sample is a small part of the size and characteristics possessed by a population". If the population is large and researchers cannot study everything in the population, for example due to limited funds, people and time, then researchers can use samples taken from that population. Mentored by athletes from the BSHC club in Bandung who have competed at the city, regional and national levels. With certain considerations (proposive sampling), only athletes who have competed at least at the city / district level. then the sample for this study were 30 BSHC club martial arts athletes in Bandung, who were divided into 2 groups randomly.

2.2 Research Design

The research method used in this research is the experimental method which was chosen based on the main objective of the study, namely testing the research hypothesis which focuses on the effect of independent variables on variables. The empirical method consists of studying the effects of at least one independent variable on one or more dependent variables. According to (Fraenkel, Jack R., Wallen, 2022), in empirical research, researchers study the effect of independent variables on dependent variables. Formal experiments are based on two conditions, namely the existence of two or more conditions that are compared as treatments or as independent variables and as independent variables manipulated by researchers. Changes in independent variables are deliberately manipulated to study their effect on one or more dependent variables. The selection of the experimental method is also based on three factors that will be applied in this study. First, creating conditions or providing processing is done intentionally. Second, the identification of conditions or independent variables that can influence the occurrence of events or dependent variables that will be causally observed is known as variable manipulation. Third, the control of additional variables that are not the cause of the event.

2.3 Instruments

The instrument used in this study to measure the Olympic movement of fighters was adapted from (Koenigstorfer & Preuss, 2018) which includes 3 aspects of Living Respect, Living Friendship, Living Excellence) with 12 indicators including: Tolerance, diversity, equality, anti-discrimination, friendship, warm relationships with others, understanding, cooperation, superior

personality, achievement in competition, focus and hard work). Researchers developed according to the characteristics of pencak silat. The questionnaire grids developed can be seen in table 3.4.1 as follows:

Tabel 2.

Olympic Movement questionnaire grid

| <i>OLYMPIC MOVEMENT</i> | | |
|--|--|----------------------|
| Sub- Dimensions | Indicator | Question Number |
| <i>“Living Respect”</i> Respect for Self, Others and Diversity | 1. Tolerance | 1,11,3 |
| | 2. Differences | 4,8, 6 |
| | 3. Equality | 7,2, 9 |
| | 4. Anti-discrimination | 10,5,12 |
| <i>“Living Friendship”</i> Friendly Relationships with Others | 1. Friendship | 18,23,15 |
| | 2. Warm Relationships with Others/ Brotherhood | 20,17,13 19,16,21 |
| | 3. Definition | 22,14,24 |
| | 4. Cooperation | |
| <i>“Living Excellence”</i> Achievements in Competitions | 1. Personal/Personality | 26,36,32 |
| | 2. Achievement and Competition | 28,29,34 31,27,33 |
| | 3. Focus on Achievement | 30,35,25 |
| | 4. Effort and Hard Work | |

Adapted from (Koenigstorfer & Preuss, 2018)

2.4 Procedures

The steps of the research procedure begin with analyzing the research problem to be investigated. After that, the participants or subjects who will be involved in this research are determined. The research method and design are then identified to provide structure to the research process. Before proceeding, a pretest is conducted to test the validity and reliability of the research instruments used, ensuring that the instruments can accurately measure the variables to be observed. After the preparation stage, treatment was given to the participants in accordance with the research design that had been established. The results of the study were summarized by relating them back to the research questions that were initially asked. In this stage, the interpretation of the results is done by referring to the data that has been analyzed. This conclusion illustrates an in-depth understanding of the phenomenon under study, including the impact of the treatment or intervention given to participants. Overall, this research makes a valuable scientific contribution in a relevant field.

The results of this study can help develop our understanding of the phenomenon under study and provide new insights that can be used for further development in the field. The stages

or process in the implementation of this research can be described as follows: The approach used in the development of this training program model has been described previously and was derived from an existing model. Then, the model was further developed by integrating the concept of Olympic movement, specifically focusing on the education of Olympic values such as Living Respect, Living Friendship, and Living Excellence. This integration was done in the context of pencak silat training activities. The questionnaires were filled out in order to validate the model by material experts and practitioners by following a series of steps as follows:

- a. Assessment of each statement in the validation sheet is given a score based on the answer options available. The following is the relationship between the criteria and the score given:

Score 5: Very Good (SG)

Score 4: Good (G)

Score 3: Fair (F)

Score 2: Less (L)

Score 1: Very Poor (VP)

- b. Grading uses the following criteria:

| Interval | Kriteria |
|----------------------|------------|
| $1.00 \leq x < 2.00$ | Invalid |
| $2.00 \leq x < 3.00$ | Less Valid |
| $3.00 \leq x < 4.00$ | Valid |
| $4.00 \leq x < 5.00$ | Very Valid |

Source: (Umbara et al., 2019)

2.5 Data Analysis

The data analysis stage in this study has several forms including, Data description The research design used in the experimental stage to test the effectiveness of the model is a static group comparison design (Frankel, 2012). The design is divided into 3 groups, namely the group that uses the block development model (experimental), the random development model group (experimental) and the group that does not use the results development model (control). This design has no post-test, the effect of the model test is obtained by comparing the final test results between the block, randomized and control groups.

At the stage of conducting the t-test, the researcher conducted a prerequisite test analysis. The normality test was carried out to ensure that the data used in the study had a distribution that was close to normal. This is important so that the results of the statistical analysis to be carried out have validity. The homogeneity test was conducted to ensure that the variances of the two groups being compared were relatively comparable.

3. RESULTS

3.1. Data Description

In the first stage of the experiment, mean and standard deviation were calculated for two pencak silat training programs. The first program was a pencak silat training program based on olympic movement values using the block method, while the second program was a pencak silat training program based on olympic movement values using the random method, and the third group was the control group, which was a pencak silat training group that did not practice based on olympic movement values. The calculation of the mean and standard deviation was carried out using the raw data of the measurement results for each variable involved. The results of data processing in the field can be seen in the statistical description table below:

Table 4.

Recapitulation of Data Difference of Three Experimental Groups

| Source | Symbol | Experiment Group OM (Block) | Experiment Group OM (Random) | Experiment Group (Control) |
|--------------------|----------|--------------------------------|---------------------------------|-------------------------------|
| Sample | Σ | 15 | 15 | 15 |
| Gain | n | 117 | 137 | 88 |
| Average | X | 7,8 | 9,13 | 5,87 |
| Standard Deviation | SD | 1,86 | 2,07 | 1,46 |
| Variance | V | 3,46 | 4,27 | 2,12 |

From table 4.6 above, the number of samples in each group amounted to 15 people (n = 15) with a total sample of 45 people, the highest number of differences was in group two of the experiment with the Olympic movement-based pencak silat training model random method with a total of 137. The amount of difference in group one of the experiment with the Olympic movement-based martial arts training model (block) is 117 and in the results the smallest amount of difference is in group three of the control group, namely 88. The average of group one is 7.8 group two 9.13 and group three 5.87. the standard deviation results of group one is 1.86, group two 2.07 and 1.46 for the control group test. While for the variance of the experimental group (block) 3.46 the experimental group (random) 4.27 and the control group 2.12.

3.2. Analysis Requirements Test (Normality Test)

The data normality test was carried out using SPSS For Windows version 23, the results can be seen in the following table:

Table 5.*Normality Test Results*

| Tests of Normality | | | | | | |
|--------------------|---------------------------------|----|------|---------------|----|------|
| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
| | Statisti c | df | Sig. | Statisti c | df | Sig. |
| Result | .119 | 45 | .017 | .954 | 45 | .075 |

a. Lilliefors Significance Correction

The normality test uses Shapiro-Wilk because it has the advantage that it does not cause much perception between observers and is simpler. The selection of the Shapiro-Wilk test in this study was based on the number of samples tested > 50 people (Dahlan, 2010). If the sig value. (2-tailed) > a 0.05 data is normally distributed, and if the sig value. (2-tailed) < 0.05 then the data is not normally distributed. Based on the data above, the value obtained in the model implementation group (block) Sig. (2-tailed) of 0.107 > 0.05, then the data is normally distributed. in the implementation model (block) group Sig. (2-tailed) of 0.200 > 0.05, then the data is normally distributed. Likewise, the value in the control group obtained Sig. (2-tailed) of 0.064 > 0.05, then the data is normally distributed.

3.3. Homogeneity Test

After calculating the normality test obtained the results are normally distributed, then carry out a homogeneity test whose purpose is to find out whether the data from the sample group is homogeneous in a study. The following are the results of the homogeneity test. If the sig value. (2-tailed) > a 0.05 the data is homogeneous, and if the sig. (2-tailed) < a 0.05 then the data is not homogeneous. Based on the data above, the Sig value (2-tailed) is 0.276 > 0.05, then the data is homogeneous.

Table 6.*Test of Homogeneity of Variances*

| Test of Homogeneity of Variances | | | |
|----------------------------------|-----|-----|------|
| Result | | | |
| Levene Statistic | df1 | df2 | Sig. |
| 1.328 | 2 | 42 | .276 |

3.4. Test of t-Test

After conducting the paired t-test, the researcher wanted to see a significant difference between the three different treatments in developing Olympic movement values. Therefore, an independent sample t-test was conducted. This test aims to determine whether there is a significant difference between experimental group 1 (pencak silat training program integrating the values of the Olympic movement block method), experimental group 2 (pencak silat training program

integrating the values of the Olympic movement stochastic method) and the control group which does not integrate the values of the Olympic movement in developing Olympic movement values. Before looking at the differences between the two vehicles, researchers first conducted a pairwise sample t-test to see the increase in olympic movement values in each group. The researcher will then use the independent t-Test to see if there is a significant difference between Experiment Group 1, Experiment Group 2, and the control group. Test the effectiveness of the model using anova one way t test. The one-way anova test was conducted to determine the average difference between 3 unpaired samples, namely the implementation group of the olympic movement-based pencak silat training model with the (block) method, the implementation group of the olympic movement-based pencak silat training model with the (random) method and the control / conventional group. The results of the sample t test using SPSS version 23 can be seen in the table below:

Table 7.*Anova Test Results*

Anova: Single Factor

SUMMARY

| <i>Groups</i> | <i>Count</i> | <i>Sum</i> | <i>Average</i> | <i>Variance</i> |
|---------------|--------------|------------|----------------|-----------------|
| Column 1 | 15 | 117 | 7,8 | 3,457143 |
| Column 2 | 15 | 137 | 9,133333 | 4,266667 |
| Column 3 | 15 | 88 | 5,866667 | 2,12381 |

ANOVA

| <i>Source of Variation</i> | <i>SS</i> | <i>df</i> | <i>MS</i> | <i>F</i> | <i>P-value</i> | <i>F crit</i> |
|----------------------------|-----------|-----------|-----------|----------|----------------|---------------|
| Between Groups | 80,93333 | 2 | 40,46667 | 12,32785 | 0.00 | 3,219942 |
| Within Groups | 137,8667 | 42 | 3,28254 | | | |
| Total | 218,8 | 44 | | | | |

0,05

ANOVA

experiment

| Sum of Squares | df | Mean Square | F | Sig. |
|----------------|----|-------------|---|------|
|----------------|----|-------------|---|------|

| | | | | | |
|----------------|---------|----|--------|--------|------|
| Between Groups | 80.933 | 2 | 40.467 | 12.328 | .000 |
| Within Groups | 137.867 | 42 | 3.283 | | |
| Total | 218.800 | 44 | | | |

Based on the table above, the results of the calculation of one-way ANOVA analysis regarding the effect of olympic movement-based martial arts training model with a significance level of $0.000 < 0.05$ means that H_0 is rejected, and H_a is accepted, there is a significant difference between the olympic movement model experimental group (random), the olympic movement model (block) and the control group. Recap of t test results.

Table 8.

Test Results of t-Test

| Group | f/t- | t-table | Ket |
|----------------------|------|---------|-----------------|
| Group 1 with group 2 | 1,86 | | Not Significant |
| Group 1 with group 3 | 3,17 | 2,048 | Significant |
| Group 2 with group 3 | 5,00 | | Significant |

Table 8. is the result of the t-test used to evaluate the significant differences between the groups compared in the study. The t-test is used to test whether the differences between the groups are statistically significant. The following is a detailed description of the t-test results listed in this table: Group 1 with Group 2 (t-count = 1.86, t-table = 2.048, Not Significant): The t-count value is 1.86, which reflects the ratio of the mean difference between Group 1 and Group 2 divided by the estimated standard deviation of the sample. The t-table value used as a benchmark is 2.048. The test results show that the mean difference between Group 1 and Group 2 is not statistically significant. In the context of this study, there was no significant difference in the measured variables between these two groups. Group 1 with Group 3 (t-count = 3.17, Significant): The t-count value is 3.17, which reflects the comparison of the mean difference between Group 1 and Group 3 divided by the estimated standard deviation of the sample. There is no t-table value listed, but since the t-count is greater than the t-table at a certain significance level (not mentioned in the table), this difference is considered statistically significant.

This indicates a significant difference in the measured variable between Group 1 and Group 3. Group 2 and Group 3 (t-count = 5.00, Significant): The t-count value is 5.00, which reflects the comparison of the mean difference between Group 2 and Group 3 divided by the estimated sample standard deviation. There is no t-table value listed, but since the t-count is greater than the t-table at a certain significance level (not mentioned in the table), this difference is considered statistically significant. This also indicates a significant difference in the measured variables between Group 2 and Group 3. Group 1 and Groups 2 and 3 (f/t-count = 12.328, t-table = 3.2825, Significant): The very high f/t-count value is 12.328, which reflects the ratio of the mean difference between Group 1 and the combined Groups 2 and 3 divided by the estimated sample standard deviation. The t-table value used as a benchmark is 3.2825. The test results show

that the mean difference between Group 1 and the combined Groups 2 and 3 is statistically significant. This indicates that there is a significant difference in the measured variables between Group 1 and the combined Groups 2 and 3. Thus, the results of this t-test provide an understanding of whether there are significant differences between the groups compared in this study in terms of the variables measured. This is important to identify the influence or differences that may exist between the groups in relation to the variable under study. arena t table is greater than t count. both groups integrated olympic movement block method and control group traditional method have significant differences. integration block method is better than the group that is not integrated olympic movement values. Third, the same thing as above, the group integrated olympic movement random method is better than the group not integrated training traditional method.

4. DISCUSSIONS

Based on the results of data processing and analysis, the following conclusions can be drawn in this study:

First, the results showed that there was no significant difference in the understanding of olympic movement values between the pencak silat training group using the block method and the pencak silat training group using the random method. Although the first group conducted training based on olympic movement values using the block method while the second group conducted training with the integration of olympic movement values with the random method, in the field implementation, there was no significant difference.

Second, there is a significant difference in the development of olympic movement values between the pencak silat training group based on the olympic movement block method and the pencak silat training group without the olympic movement based, who undergo training with the integration of olympic movement values with the block method to increase the understanding of fighters/athletes, compared to the pencak silat training group without integrating olympic movement values, the pencak silat training group based on olympic values with the block method experiences significant changes in sports training values with the integration of olympic movement values.

Third, there is a significant difference in the development of olympic movement values between the pencak silat training group that participated in training based on olympic movement values, compared to the pencak silat training group without olympic movement values. The pencak silat training group that participated in pencak silat training with the integration of olympic movement values using the random method, experienced significant development in terms of olympic values (olympic movement). This is significantly different from the pencak silat training group that participated in training without the integration of olympic movement values.

Fourth, the results showed that there was no significant difference in the understanding of Olympic values between the pencak silat training group based on the olympic movement block method, the pencak silat training group based on the olympic movement random method and the pencak silat training group without the integration of olympic movement.

5. CONCLUSIONS

The implication of this research is theoretically, the pencak silat training model in this study can be a model of pencak silat training from what does not yet exist by applying Olympic values packaged in the idea that Olympic movement is one of the sports

problems. The pencak silat training model based on the value of olympic movement education can be a research direction. Almost all factors involved in pencak silat activities, whether political, national, regional, local, coaches, trainers and boxers/athletes can be used as a model. Training was developed significantly in this study. representing the characteristics of pencak silat with values internalized by the Olympic movement (respect, friendship, and excellence).

ACKNOWLEDGMENT

I would like to thank the college coaches, fighters/athletes and managers for their participation and commitment to this research. I would also like to thank the leaders of Tapak Suci, Gelar satria jomantara and Prisia Diri for their technical assistance in the collection and analysis of this research.

REFERENCES

- Astle, D. E., Bathelt, J., & Holmes, J. (2019). Remapping the cognitive and neural profiles of children who struggle at school. *Developmental Science*, 22(1), e12747. <https://doi.org/10.1111/desc.12747>
- Bean, C., K. K. & F. T. (2016). *Moving beyond the gym: Exploring life skill transfer within a female physical activity-based life skills program. Journal of Applied Sport Psychology.*
- Davies, F., & Tsiantas, G. (2008). Olympic sponsorship: evolution, challenges and impact on the Olympic Movement. *International Journal of Sports Marketing and Sponsorship*, 9(4). <https://doi.org/10.1108/ijmsms-09-04-2008-b006>
- Doll-Tepper, G. (2008). *Sport and Olympism: Common issues, threats and opportunities analysed by academic research Working Document President International Council of Sport Science and Physical Education (ICSSPE).*
- Flindall, R., & Wassong, S. (2017). More than a festival: Analysing opinion-forming sports journalists' perceptions of olympism and the olympic movement. *South African Journal for Research in Sport, Physical Education and Recreation*, 39(Specialedition1-2).
- Ford, P., De Ste Croix, M., Lloyd, R., Meyers, R., Moosavi, M., Oliver, J., Till, K., & Williams, C. (2011). The Long-Term Athlete Development model: Physiological evidence and application. *Journal of Sports Sciences*, 29(4), 389–402. <https://doi.org/10.1080/02640414.2010.536849>
- Fraenkel, Jack R., Wallen, N. E. (2022). How to Design and Evaluate Research in Education. In *McGraw-Hill Higher Education* (11th ed.). <https://www.libgen.is/book/index.php?md5=BF7C0575E403691A9E8C8654BD9717FD>
- Ha, J. P., Lee, K., & Ok, G. (2015). From Development of Sport to Development through Sport: A Paradigm Shift for Sport Development in South Korea. *International Journal of the History of Sport*, 32(10), 1262–1278. <https://doi.org/10.1080/09523367.2015.1062756>
- Hambali, S., Sundara, C., & Meirizal, Y. (2020). KONDISI FISIK ATLET PENCAK SILAT PPLP JAWA BARAT. *Multilateral Jurnal Pendidikan Jasmani Dan Olahraga*, 19(1). <https://doi.org/10.20527/multilateral.v19i1.8217>

- Ihsan, N., Ser, I. O. P., Sci, G., Iop, K., & Ilmu, S. (2017). *Pengembangan Sistem Pengukuran Kecepatan Tendangan Pencak Silat Berbasis Teknologi Sensor Pengembangan Sistem Pengukuran Kecepatan Tendangan Pencak Silat Berbasis Teknologi Sensor*. 0–8.
- Johansyah L. (2014). *Pencak Silat Edisi Pertama*. Jakarta: PT Raja Grafindo.
- Kartomi, M. (2011). Traditional and modern forms of pencak silat in Indonesia: The suku mamak in Riau. *Musicology Australia*, 33(1), 47–68. <https://doi.org/10.1080/08145857.2011.580716>
- Kendellen, K., Camiré, M., Bean, C. N., Forneris, T., & Thompson, J. (2017). Integrating life skills into Golf Canada's youth programs: Insights into a successful research to practice partnership. *Journal of Sport Psychology in Action*, 8(1), 34–46. <https://doi.org/10.1080/21520704.2016.1205699>
- Kidd, B. (n.d.). *Sport for development and the Olympic Movement*.
- Kidd, B. (2008). A new social movement: Sport for development and peace. In *Sport in Society* (Vol. 11, Issue 4, pp. 370–380). <https://doi.org/10.1080/17430430802019268>
- Kidd, B. (2013). The Olympic Movement and the sports-media complex. *Sport in Society*, 16(4), 439–448. <https://doi.org/10.1080/17430437.2013.785754>
- Koenigstorfer, J., & Preuss, H. (2018). Perceived Values in relation to the Olympic Games: development and use of the Olympic Value Scale. *European Sport Management Quarterly*, 18(5), 607–632. <https://doi.org/10.1080/16184742.2018.1446995>
- Legault, L. (2017). Self-Determination Theory. In *Encyclopedia of Personality and Individual Differences* (pp. 1–9). Springer International Publishing. https://doi.org/10.1007/978-3-319-28099-8_1162-1
- Liu, Y. (2016a). The development of social media and its impact on the intercultural exchange of the Olympic movement, 2004–2012. *International Journal of the History of Sport*, 33(12), 1395–1410. <https://doi.org/10.1080/09523367.2017.1285285>
- Liu, Y. (2016b). The development of social media and its impact on the intercultural exchange of the Olympic movement, 2004–2012. *International Journal of the History of Sport*, 33(12), 1395–1410. <https://doi.org/10.1080/09523367.2017.1285285>
- Ma'mun, A. (2019). Governmental Roles in Indonesian Sport Policy: From Past to Present. *International Journal of the History of Sport*, 36(4–5), 388–406. <https://doi.org/10.1080/09523367.2019.1618837>
- Muhtar, T. (2020). *Pencak silat* - Google Books. https://www.google.co.id/books/edition/Pencak_silat/vGvoDwAAQBAJ?hl=id&gbpv=1&dq=pencak+silat&printsec=frontcover
- Mulyana. (2013). Pendidikan Pencak Silat. Bandung: PT Remaja Rosdakarya. In 2013.
- Mulyana, B., & Lutan, R. (2021). The Lost Inner Beauty in Martial Arts: A Pencak Silat Case. *International Journal of the History of Sport*, 37(12), 1172–1186. <https://doi.org/10.1080/09523367.2020.1742703>
- Pendidikan, F., Alicante, U., Olimpiade, A., Direktur, S., Studi, P., & Universitas, O. (2010).

Jurnal Olahraga dan Latihan Manusia on line. V(I), 3–14.

- Peres, F. de F., de Melo, V. A., & Knijnik, J. (2016). Olympics, media and politics: The first Olympic ideas in Brazilian society during the late nineteenth and early twentieth centuries. *International Journal of the History of Sport*, 33(12), 1380–1394. <https://doi.org/10.1080/09523367.2016.1275578>
- Putra, J. P., Kusmaedi, N., Mulyana, M., & Ma'mun, A. (2023). Effect of Limb Power, Arm Power, Hand Eye Coordination on the Combination of Punches and Kicks of Martial Arts Athletes. *Month*, 3(1). <https://doi.org/10.53863/mor.v0i00>
- Real, M. R. (1996). The Postmodern Olympics: Technology and the Commodification of the Olympic Movement. *Quest*, 48(1), 9–24. <https://doi.org/10.1080/00336297.1996.10484175>
- SAMARANCH, J. A. (1995). The Olympic Movement. *Journal of International Communication*, 2(1), 3–5. <https://doi.org/10.1080/13216597.1995.9751798>
- Shihab, M., & Musiasa, N. (2017). Strategi Public Relations dan Pencak Silat Tradisional. *Jurnal Ilmu Sosial Dan Ilmu Politik*, 6(1).
- Siljak, V., & Djurovic, D. (2017a). Historical development of the olympic movement. *Sport Mont*, 15(3), 43–46. <https://doi.org/10.26773/smj.2017.10.008>
- Siljak, V., & Djurovic, D. (2017b). Historical development of the olympic movement. *Sport Mont*, 15(3), 43–46. <https://doi.org/10.26773/smj.2017.10.008>
- Somphong, S., Kutintara, I., & Rattamane, K. (2019). The impact of the Thailand Olympic Academy on the Olympic Movement in Thailand. *African Journal of Hospitality, Tourism and Leisure*, 8(2).
- Soo, J., Woods, C. T., Arjunan, S. P., Aziz, A. R., & Ihsan, M. (2018). Identifying the performance characteristics explanatory of fight outcome in elite Pencak Silat matches. *International Journal of Performance Analysis in Sport*, 18(6), 973–985. <https://doi.org/10.1080/24748668.2018.1539381>
- Spaaij, R. (2012a). Olympic rings of peace? The Olympic movement, peacemaking and intercultural understanding. *Sport in Society*, 15(6), 761–774. <https://doi.org/10.1080/17430437.2012.708279>
- Spaaij, R. (2012b). Olympic rings of peace? The Olympic movement, peacemaking and intercultural understanding. *Sport in Society*, 15(6), 761–774. <https://doi.org/10.1080/17430437.2012.708279>
- Subekti, N., Sistiasih, V. S., Syauckani, A. A., & Fatoni, M. (2020). Kicking ability in pencak silat, reviewed from eye-foot coordination, speed, and ratio of limb length-body height. *Journal of Human Sport and Exercise*, 15(Proc2), 453–461. <https://doi.org/10.14198/jhse.2020.15.Proc2.36>
- Suwirman. (2011). *Teknik Dasar Pencak Silat. Padang Fakultas Ilmu Keolahragaan Universitas Negeri Padang*. .2012 *Statistika untuk Penelitian*. Bandung: Alfabeta.
- Syafruddin. (2011). *Ilmu Kepelatihan Olahraga*. Padang: UNP Press.

Syaifullah, R., & Doewes, R. I. (2020). Pencak silat talent test development. *International Journal of Human Movement and Sports Sciences*, 8(6), 361–368. <https://doi.org/10.13189/saj.2020.080607>

UU Keolahragaan 2022. (n.d.).

Whitley, M. A., Forneris, T., & Barker, B. (2014). The Reality of Evaluating Community-Based Sport and Physical Activity Programs to Enhance the Development of Underserved Youth: Challenges and Potential Strategies. *Quest*, 66(2). <https://doi.org/10.1080/00336297.2013.872043>

Ha, J. P., Lee, K., & Ok, G. (2015). From Development of Sport to Development through Sport: A Paradigm Shift for Sport Development in South Korea. *International Journal of the History of Sport*, 32(10), 1262–1278. <https://doi.org/10.1080/09523367.2015.1062756>

Koenigstorfer, J., & Preuss, H. (2018). Perceived Values in relation to the Olympic Games: development and use of the Olympic Value Scale. *European Sport Management Quarterly*, 18(5), 607–632. <https://doi.org/10.1080/16184742.2018.1446995>

Sugiyono. (2015). *Metode Penelitian Pendidikan (pendekatan Kuantitatif, Kualitatif, dan R & D)*. Bandung Alfabeta.

Umbara, U., Munir, M., Susilana, R., & Puadi, E. F. W. (2019). Increase Representation in Mathematics Classes: Effects of Computer Assisted Instruction Development with Hippo Animator. *International Electronic Journal of Mathematics Education*, 15(2). <https://doi.org/10.29333/iejme/6262>