

The Influence of the Pencak Silat Extracurricular Development Program and Practice Motivation on the Pencak Silat Abilities of Students of Sdit Insan Utama



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ABSTRACT: This research aims to determine: (1) the influence of students' pencak silat abilities after participating in the pencak silat extracurricular training program at SDIT Insan Utama, (2) the influence of students' motivation to practice on pencak silat abilities, and (3) the influence of the training program and students' motivation to practice on simultaneous martial arts abilities. This research method uses quasi experimental design. The population of this study were participants of the pencak silat extracurricular at SDIT Insan Utama Yogyakarta. The sample for this research was 60 students from extracurricular pencak silat participants. This research variable consists of three variables: (1) extracurricular pencak silat training program, (2) motivation to practice extracurricular pencak silat participants, and (3) pencak silat ability. All data for this research were obtained through questionnaires and tests. The motivation instrument was measured using a practice motivation questionnaire and pencak silat ability was measured using a pencak silat ability test. The data analysis technique used is the paired sample t-test at a significant level of $\alpha = 0.05$, and the regression test uses R^2 (squared). The results of this research show that: (1) there is development of students' abilities in mastering several pencak silat techniques, which were obtained through paired sample t-test analysis. Based on the results of the analysis, it can be concluded that there is an influence on students' pencak silat abilities after participating in the pencak silat extracurricular training program at SDIT Insan Utama. (2) there is an influence between students' motivation to practice and their pencak silat abilities through paired sample t-test analysis which is shown by the students' motivation scores in learning pencak silat. Assessment of student motivation before treatment and after treatment shows that students can develop the basic pencak silat skills that have been taught by the trainer so that they become more proficient in practice. (3) The training program and students' motivation to practice can simultaneously influence students' pencak silat abilities, which is shown through the results of regression test analysis using the R^2 (squared) value which reaches 15.3%.

KEYWORDS: Extracurricular Development Program, Motivation to Practice Students, Pencak Silat Ability

I. INTRODUCTION

A school is an educational institution that is used as a place for students to receive training so that these students have intelligence, skills and expertise [1]. When educational activities take place, training is required in a structured and coordinated manner [2]. Apart from receiving education and teaching that includes subjects, students receive development through extracurricular programs [3]. Extracurricular programs organized by the school have the function of optimal training and development of students' talents and interests. It is hoped that students' learning achievements can be achieved optimally, which will then enable the goals of education to be achieved [4].

Physical education in educational institutions is a concrete manifestation of sustainable sports development, which is carried out over a long period of time so that quality results can be achieved covering several areas such as: educational sports, recreation, and proportional achievement [5]. These activities can give rise to synergistic interactions that run systematically, in stages and sustainably by using the stages of cultivation, massing, breeding and development of an achievement which can later be at the highest level of achievement thereby creating a system of training and improving national sports which is expected by National

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Sports System Law Number 3 of 2005 [6]. Apart from that, physical activity can be a factor in improving health and achieving academic goals in children and adolescents [7].

Extracurricular activities in the scope of education are the answer to the demands of students' needs to enhance the learning environment and stimulate students to be more creative [8]. Extracurricular activities are mandatory as stated in Minister of Education and Culture Regulation No. 62 of 2014 takes the form of scouting education, while optional extracurriculars consist of training your talents and practicing your desired interests [9]. Extracurricular sports is one of the extracurricular activities found in the school environment [10]. Extracurricular sports are not only an extension of physical education, but also the goal of sports [11].

The benefits obtained from extracurricular development for the school are as a means of promoting the school to the surrounding community [12]. Schools that achieve achievements can increase the level of the school in the opinion of the community. Activities carried out in extracurricular activities are based on the objectives contained in the school curriculum. The existence of various types of extracurricular activities increases the talents, skills and interests of students [13]. Pencak silat is an aspect of Indonesian culture whose development began centuries ago. Various ethnological and geographical situations and developments over time have been felt by the Indonesian people [14]. Historically, pencak silat is a martial skill that has a function according to the needs of the martial artist in dealing with a challenge, especially a challenge from nature, humans or animals [15].

The sport of pencak silat is included in the martial arts sport and to popularize it within universities or clubs, a place is needed to channel the talent of pencak silat itself [16]. This is done through various processes, such as holding a pencak silat competition championship at regional level [17].

In its development, pencak silat abilities contain 4 supporting elements in the form of sports, martial arts, arts and spirituality [18]. Pencak silat implemented in children is certainly not the same as pencak silat used by adults, the difference is that it focuses on developmental adaptations in children which are packaged for training and the movements used are simple [19].

The coaching program is an effort to develop the potential of students. What can be obtained from extracurricular pencak silat is that it can obtain a positive value on one's own personality and efforts to introduce and preserve authentic Indonesian culture to students [20]. The pencak silat development program for students which is carried out in extracurricular activities can be carried out by creating a training program which can later be used during training [21]. There is an advantage of extracurricular pencak silat activities for children, in the form of creating a strong physique in children as well as creating a strong mental state, where this can make them mentally strong and prepared to face life's obstacles in the future [22].

The extracurricular pencak silat development program also provides a contribution to the ongoing activities of forming the quality of the Indonesian nation. This is in line with the objectives of national education in the form of creating and improving skills and civilizational character in order to create a nation with dignity, in an effort to make the nation intelligent [23]. Apart from that, it also has the aim of seeking and developing the potential within students so that these students become firm in their faith and devotion to God Almighty [24].

Forming and improving students' abilities in practicing extracurricular pencak silat, something that is no less important to pay attention to is the students' motivation [25]. There are several factors that can influence the development of a person's talents, including the level of education received, the surrounding environment, neural and motor structures, motivation, interests, emotions [26].

Motivation is an abstract psychological energy, its form can only be observed in the form of behavioral manifestations it displays [27]. Motivation influences human performance and energizes human behavior and determines its direction. The greater the opportunity to achieve the goal, the greater the motivational power [28]. Meanwhile, according to the Big Indonesian Dictionary (KBBI), motivation is the urge that arises within a person to do or think with a certain purpose, whether consciously or unconsciously [29].

This drive comes from within a person who carries out an activity that is in harmony with his own drive, called talent or external encouragement, a kind of desire to achieve an achievement that will later receive praise from his friends [30]. Coaches can lead and motivate their students and their assistants. Apart from that, it is hoped that they will be able to socialize with many people, understand the hearts of their students, so that they can express their opinions and views honestly and openly [26]. The supportive behavior of teachers and trainers during activities will have a positive impact on student motivation [31].

The motivation aspect has a very important role in the human psyche, because motivation is a determining aspect in driving human behavior, with the presence of motivation a person has can provide encouragement to practice more actively and achieve a desired result [32]. The existence of motivation can give someone encouragement to practice, work together and last longer in participating in an exercise or activity [33].

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SDIT Insan Utama organizes extracurricular sports, one of which is pencak silat, which is a branch of martial arts. The presentation of extracurricular pencak silat must be aligned with the development experienced by the child, physically and spiritually as well as the child's way of interpreting things, feeling, thinking and expressing them. [34] Extracurricular Pencak Silat can be a fun activity for students to support their talents and interests. Pencak silat is an educational and recreational sport and its peak is to become an achievement sport when there is a good and targeted coaching program [35].

The pencak silat extracurricular development program at SDIT Insan Utama involves various parties, including the school as an educational institution with the principal who has a role in being responsible for activities, deputy head of student affairs, physical education teaching staff, coaches, parents and students [36].

To find out about the ongoing development of extracurricular pencak silat at SDIT Insan Utama, the researcher made a visit before continuing the research process precisely on May 27 2023. Based on the researcher's experience, it was found that the extracurricular development of pencak silat was not taking place optimally, requiring further development to be able to achieve the goals. coaching. A development activity can obtain significant results and achieve achievements if the coaching program can be carried out well. However, the facts in the field show things that are not appropriate, so it is important for schools to overcome these problems, such as providing good facilities and infrastructure [37] [38].

These extracurricular sports activities should be managed well, in a pattern and systematically so that they can achieve the desired goals such as developing the potential of students with the hope of achieving a sporting achievement [37]. Coaching programs in extracurricular sports can be successful if there is cooperation between coaches who have knowledge and students, the school and the role of parents [39]. Pencak silat extracurricular development and motivation for student practice as a basis for improving students' martial arts skills requires serious management into a coaching system that is connected and has levels as a form of sustainable extracurricular pencak silat development [40].

Several problems in these initial observations indicate that the lack of a good coaching program and motivation to practice for students who participate in extracurricular pencak silat activities will affect students' pencak silat abilities. Therefore, researchers are interested in researching pencak silat abilities because they consider the importance of extracurricular pencak silat development programs. Researchers also believe that other incentives such as motivation to practice can help improve students' pencak silat abilities.

II. METHOD

Experimental Research Design

Quasi experimental design (quasi experiment) is the research method used in this research. Because the researcher could not completely control the variables which could later have an influence on the students' pencak silat abilities, a quasi-experiment was used [41]. The aim of this experimental method is to observe the existence of an influence caused by the actions and instruments contained in this research using questionnaires and tests [42]. To see the students' initial abilities, each student is given a pretest, then given treatment and a posttest will be carried out which aims to observe the results of the treatment. The independent variables in this research are the extracurricular pencak silat coaching program and motivation to practice. Meanwhile, the dependent variable is the students' pencak silat abilities.

In experimental research, treatment is given by measuring students' martial arts abilities. This study used 1 experimental group and 1 control group using a model that was used every day. The experimental group will be given guidance in the form of a systematic and structured training program over a certain period of time with the guidance of a professional trainer. It is hoped that the training program that has been prepared and the professional trainers and infrastructure that support training can encourage students to be more enthusiastic about practicing so that the hope is to increase students' pencak silat abilities significantly.

Place and time of research

Researchers carried out research at SDIT Insan Utama which is located at Jl. Brawijaya Gatak, Tamantirto, Kasihan, Bantul Special Region of Yogyakarta. Research time 30 September – 1 November 2023.

Research Population and Sample

Population is an important aspect in research, population is very necessary in answering a problem. Population is a collection of objects that will be studied so that the desired data is obtained [43]. The population in this study was all SDIT Insan Utama students who took part in pencak silat extracurricular activities totaling 60 people.

The total sampling technique is used to determine the sample that will later be used in the research. The description of total sampling is a sampling that is equal to the available population [42]. The sample size can be adjusted to the total number of SDIT

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Insan Utama students who take part in pencak silat extracurricular activities totaling 60 people. This research sample was divided into two classes, consisting of 30 students for the control class and 30 students for the experimental class.

The sample selection in this study used a totally sampling technique, namely a sampling technique using all members of the population [44]. Another definition of totally sampling is a sampling technique where the number of samples is the same as the population in the study [45]. So, the number of samples used in the research was 60 students divided into experimental class and control class, who took part in pencak silat extracurricular activities.

The determination of the control and experimental groups is determined based on the motivation possessed by students, which includes internal and external factors. Internal factors include physical, interests, talents and motives, while external factors include the environment, family, facilities & infrastructure, and teacher trainers. Students who have high motivation scores are grouped in the control group, while students who have low motivation scores are grouped in the experimental group. **Data**

Collection Methods and Instruments

1. Method of collecting data

In this research, data was collected using questionnaires and tests.

2. Data Collection Instruments Questionnaire Sheet

The function of the questionnaire sheet is to measure students' motivation to practice. Motivation is described in 8 indicators, each item represents each indicator. Motivation is measured using a Likert scale with answers from 1 to 5.

Test

The tests carried out by students take the form of variable indicator points for students' silat abilities referring to pencak silat techniques, tactics and rules based on basic pencak silat ability instruments [46].

Instrument Validity and Reliability

1. Instrument Validity Test

This research uses content validity, which can be obtained by consulting an instrument with experts (expert judgment), namely lecturers who are experts in their field to determine and check systematically whether the instrument items represent what will be measured. The validation lecturer in this research is Mr. Prof. Dr. Erwin Setyo Kriswanto, M. Kes. From the results of the expert judgment, the validator stated that the instrument was ready to be used, but required several additions. This aims to ensure that the instruments used are more optimal.

The results of the validity tests that have been carried out are in the form of analysis of the results on the motivation variables of SDN 1 Padokan students with a total of 30 students participating in the pencak silat extracurricular. Items that do not meet the requirements must be eliminated and cannot be used as research instruments. In this research, the practice motivation instrument consisted of 39 question items. After carrying out a validity test, it was found that 2 items were invalid, thus the total questionnaire that would be used for research was 37 items.

2. Instrument Reliability Test

Reliability tests are carried out to test how much the measurement results agree if the same symptom is measured twice or more with the same instrument. Reliability testing is a tool for measuring a questionnaire which is an indicator of a variable or structure. A questionnaire is said to be reliable or credible if a person's response to a statement is consistent or stable over time [44].

The reliability test is carried out using a reliable instrument, namely the alpha formula or Cronbach's Alpa. The trial of this instrument was carried out at SDN 1 Padokan with 30 students participating in the pencak silat extracurricular. Based on the results of the reliability test, it was found that all statement items were reliable. **Data analysis technique**

1. Normality Test

The purpose of carrying out a normality test is to test the research sample whether the sample is normally distributed or not normally distributed [47]. If it is normally distributed then the probability is > 0.05 , but if it is not normally distributed then the probability is < 0.05 . If it is not normally distributed, the Wilcoxon Signed Ranks difference test is then carried out which aims to validate the normality of the data. The Wilcoxon Signed Ranks difference test is used, namely as an alternative to the Paired Sample T-Test if the data used as a sample for this study is not normally distributed according to the results of the Asymp value normality test. Sig. (2-tailed) < 0.05 . The purpose of using the Wilcoxon Sign Ranks difference test is to evaluate certain treatments, namely observations before treatment and after treatment [47]. There are two test qualifications in this test with a significance level of $\alpha = 5\%$ with the description below:

There is a difference in value between before and after treatment with a p-value < 0.05 , in other words H_0 is rejected and H_a is accepted.

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There is no difference in value between before and after treatment with a p-value > 0.05, in other words Ho is accepted and Ha is rejected.

2. Homogeneity Test

The function of the homogeneity test is to determine whether or not the homogeneity characteristic is fulfilled in the variance between the experimental group and the control group [44].

The two variance classes are the same (homogeneous) if the sig value is > 0.05 or Fcount < Ftable. The two variance classes are different (not homogeneous) if the sig value is <0.05

3. Hypothesis Testing

Hypothesis testing is used if research data has been analyzed and meets normality and homogeneity tests. If it is distributed normally and homogeneously in the two classes, then a t test is carried out. The criteria for acceptance and rejection use a significance level of 5. Ho will be rejected if $p < 0.05$ or the alternative hypothesis (Ha) is accepted. The following explains the research analysis:

The first and second hypotheses of this research are to use the paired sample T-test.

The third hypothesis of this research is to use the R2 formula to determine students' pencak silat abilities.

III. RESEARCH RESULT

Table 1. Normality Test Results for Control Class Pencak Silat Ability Assessment

| No | Pencak Silat abilities | Sig value. Shapiro-Wilk | | Sig value. Wilcoxon | | Information |
|----|------------------------------------|-------------------------|----------|---------------------|----------|-------------|
| | | Pretest | Posttest | Pretest | Posttest | |
| 1 | Performance of Pencak Silat Skills | 0,000 | 0,009 | 0,000 | 0,000 | Normal |
| 2 | Kick Speed | 0,094 | 0,055 | - | - | Normal |
| 3 | Scythe Kick Agility | 0,015 | 0,033 | 0,000 | 0,000 | Normal |
| 4 | Side Kick Agility | 0,021 | 0,048 | 0,000 | 0,000 | Normal |
| 5 | Coordination of Kicks and Punches | 0,653 | 0,929 | - | - | Normal |

Source: processed data (2023)

The assessment of pencak silat abilities in the control and experimental classes, both pretest and posttest, was normally distributed. Normally distributed results lie in the assessment of kick speed and coordination of kicks and punches. In accordance with the statement of the normality hypothesis formulation, it is accepted if the Sig value is 0.05.

Meanwhile, the other three, namely: assessment of pencak silat skills, sickle kick agility, and side kick agility, showed that the results of the normality test were initially not normally distributed, because the significance value was <0.05. Therefore, the Wilcoxon Signed Ranks difference test can be carried out to find the normality of the data.

Based on the results of the Wilcoxon signed ranks normality test, the assessment of pencak silat skills, sickle kick agility and side kick agility in the control class had a significance value of 0.000. This shows that the p-value (Asymp. Sig. (2-tailed)) < 0.05, then Ho is rejected and Ha is accepted, which shows that the data is normal.

Table 2. Hasil Uji Normalitas Penilaian Kemampuan Pencak Silat Kelas Eksperimen

| No | Pencak Silat abilities | Sig value. Shapiro-Wilk | | Sig value. Wilcoxon | | Information |
|----|------------------------------------|-------------------------|----------|---------------------|----------|-------------|
| | | Pretest | Posttest | Pretest | Posttest | |
| 1 | Performance of Pencak Silat Skills | 0,000 | 0,094 | 0,000 | - | Normal |
| 2 | Kick Speed | 0,539 | 0,273 | - | - | Normal |
| 3 | Scythe Kick Agility | 0,773 | 0,263 | - | - | Normal |
| 4 | Side Kick Agility | 0,612 | 0,091 | - | - | Normal |
| 5 | Coordination of Kicks and Punches | 0,957 | 0,003 | - | 0,000 | Normal |

Source: processed data (2023)

Most of the assessments of pencak silat abilities in the pretest and posttest experimental classes were normally distributed. Normally distributed results lie in the assessment of kick speed, crescent kick agility and side kick agility. In accordance with the statement of the normality hypothesis formulation, it is accepted if the Sig value is 0.05.

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Meanwhile, a small number of others, namely: assessment of pencak silat skills, and coordination of kicks and punches, showed that the results of the normality test were initially not normally distributed, because the significance value was less than 0.05. Therefore, the Wilcoxon Signed Ranks difference test can be carried out to find the normality value of the data.

Based on the results of the Wilcoxon signed ranks normality test, the assessment of pencak silat skills and coordination of kicks and punches in the experimental class has a significance value of 0.000. This shows that the p-value (Asymp. Sig. (2-tailed)) < 0.05, then H_0 is rejected and H_a is accepted, which shows that the data is normal.

Table 3. Homogeneity Test Results for Pencak Silat Ability Assessment

| No | Pencak Silat abilities | Sig value. Levene Statistics | | Information |
|----|------------------------------------|------------------------------|----------|-------------|
| | | Pretest | Posttest | |
| 1 | Performance of Pencak Silat Skills | 0,111 | 0,557 | Homogen |
| 2 | Kick Speed | 0,627 | 0,817 | Homogen |
| 3 | Scythe Kick Agility | 0,969 | 0,085 | Homogen |
| 4 | Side Kick Agility | 0,426 | 0,431 | Homogen |
| 5 | Coordination of Kicks and Punches | 0,969 | 0,078 | Homogen |

Source: processed data (2023)

Based on the results of the homogeneity test for assessing pencak silat abilities in the pretest and posttest, overall it can be declared homogeneous. This is due to the sig value > 0.05, so that it is in accordance with the hypothesis formulation statement, which is accepted if the Sig value is 0.05 or the data variance in the data tested is homogeneous.

Table 4. Test Results of Paired sample t-test Development Program on Students' Pencak Silat Ability

| No | Pencak Silat abilities | Sig value. (2-tailed) | Information |
|----|------------------------------------|-----------------------|-------------|
| 1 | Performance of Pencak Silat Skills | 0,000 | Signifikan |
| 2 | Kick Speed | 0,000 | Signifikan |
| 3 | Scythe Kick Agility | 0,000 | Signifikan |
| 4 | Side Kick Agility | 0,000 | Signifikan |
| 5 | Coordination of Kicks and Punches | 0,000 | Signifikan |

Source: processed data (2023)

In accordance with the description of the data from the results of the pretest and posttest of the students' pencak silat abilities in the control class, overall there was an increase in the results of the pretest scores and the results of the posttest scores. This explains the development of students' skills in mastering several pencak silat techniques. Then it can be concluded that there is an influence on students' pencak silat abilities after participating in the SDIT Insan Utama extracurricular pencak silat coaching program.

Table 5. Test Results Paired sample t-test Student Motivation on Students' Pencak Silat Ability

| No | Student Motivation | Sig value. (2-tailed) | Information |
|----|------------------------------------|-----------------------|-------------|
| 1 | Performance of Pencak Silat Skills | 0,000 | Signifikan |
| 2 | Kick Speed | 0,000 | Signifikan |
| 3 | Scythe Kick Agility | 0,000 | Signifikan |
| 4 | Side Kick Agility | 0,000 | Signifikan |
| 5 | Coordination of Kicks and Punches | 0,000 | Signifikan |

Source: processed data (2023)

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In this case, student motivation can influence each type of assessment of students' pencak silat abilities. Student motivation which influences students' pencak silat skills obtained a significance value of 0.000. By obtaining a Sig value < 0.05, Ho is rejected and Ha is accepted, so there is an influence between student motivation and pencak silat abilities.

Table 6. R2 (squared) Test Results of Student Motivation towards Pencak Silat Ability

| No | Student Development and Motivation Program | R2 Value (Squared) | Percentage |
|----------------------------|--|--------------------|--------------|
| 1 | Performance of Pencak Silat Skills | 0,011 | 11% |
| 2 | Kick Speed | 0,024 | 2,4% |
| 3 | Scythe Kick Agility | 0,010 | 1% |
| 4 | Side Kick Agility | 0,004 | 0,4% |
| 5 | Coordination of Kicks and Punches | 0,005 | 0,5% |
| Total R² | | 0,153 | 15,3% |

Source: processed data (2023)

Overall, from the results presented above, the student coaching and motivation program variables can contribute 15.3%, which is obtained from the results of the total R2 (squared) percentage value above. Therefore, student coaching and motivation programs can simultaneously or jointly influence students' pencak silat abilities. The remaining 84.7% in the research could have been influenced by variables outside the research.

IV. DISCUSSION

1. The influence of the coaching program on SDIT Insan Utama's pencak silat abilities

The research that has been carried out explains that the overall pencak silat abilities of students who took part in the extracurricular pencak silat coaching program have experienced a significant increase in scores after the treatment. Apart from that, students' ability to master several pencak silat techniques has also increased. Then it can be concluded that there is an influence on students' pencak silat abilities after participating in the extracurricular pencak silat coaching program at SDIT Insan Utama.

This research has similarities with research by Amrullah & Hanif (2019) which explains that there are significant differences in techniques and assessments in the pencak silat sport that have been studied previously. Analysis of the research results can be explained regarding students' pencak silat abilities, namely the increase in scores on each assessment and the differences in results in treatment or treatment regarding the extracurricular pencak silat development program [48]. Research by Satria et al., (2022), with the title "The Effect of Training Methods and Motivation on The Mastering of Pencak Silat Single Category" also has similarities with this research, where the results of the research show a relationship between training methods and motivation on the ability of single category pencak silat [49].

The increase in scores that occurred after the treatment or treatment of the pencak silat extracurricular coaching program was because the planned coaching program had been implemented and the delivery of the material could be understood by the students who took part in the pencak silat extracurricular. This can be seen from the basic pencak silat abilities of students who initially did not or did not understand the basic techniques of pencak silat, after coaching they become more understanding and even proficient in practicing the techniques in pencak silat.

Based on the results and supporting relevant research, it can be stated that the hypothesis regarding "the influence of students' pencak silat abilities after participating in the extracurricular pencak silat coaching program at SDIT Insan Utama" is proven to be in accordance with the results of the analysis obtained in this research.

2. The influence of motivation to practice on pencak silat abilities at SDIT Insan Utama

In discussing the influence of students' motivation to practice on pencak silat abilities, researchers used a paired sample t-test to determine and analyze the influence of these two variables. In this case, student motivation can influence each type of assessment of students' pencak silat abilities so that this is directly proportional to the increase in students' pencak silat abilities. The results of this research are similar to research by Kotarska et al., (2022), namely regarding "Self-Assessment of Physical Fitness and Health versus Motivational Value of Physical Activity Goals in People Practicing Fitness, Football, Martial Arts and Wheelchair Rugby". The results of this study indicate that there is a need to strengthen self-esteem and motivation for physical activity, increase

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perseverance, the ability to focus on the implementation of one's goals and prioritize goals among people who practice various sports disciplines [28].

Research conducted by Kovacs et al., (2022), namely regarding Sport Motivation From The Perspective of Health, Institutional Embeddedness And Academic Persistence Among Higher Educational Students also supports the discussion of this hypothesis. The results of this study show that the influence of socio-demographic variables is significant on gender, country, and mother's employment, especially in terms of intrinsic, introjected, and extrinsic motivation. The role of coping was particularly prominent for the health consciousness factor, with positive effects on intrinsic motivation and negative effects on other types. The impact of education quality and support is usually negative, while the positive effect of satisfaction with infrastructure is noteworthy. The effect of persistence in sports on intrinsic and introjected motivation is positive. Exercise frequency increases intrinsic motivation, while practical exercise instills extrinsic motivation [50].

Motivation is a strong encouragement for students who take part in pencak silat extracurricular activities to be more active in practicing seriously and with discipline in order to excel in the field of pencak silat. Students can also develop basic pencak silat skills that have been taught by the trainer. Thus, the difference in students' motivation assessments before treatment and after treatment shows that there are significant differences between students.

Based on the results and supporting relevant research, it can be stated that the hypothesis regarding "the influence of training motivation on students' pencak silat abilities at SDIT Insan Utama" is proven to be in accordance with the results of the analysis obtained in this research.

3. The influence of the coaching program and student training motivation on students' simultaneous pencak silat abilities at SDIT Insan Utama

The analysis of the two research variables, namely the coaching program and students' motivation to practice on students' pencak silat abilities, can simultaneously be explained by analysis of the regression test by examining the percentage value of R² (squared), which was found in this research. Overall, the results show that the coaching program variables and student motivation can contribute 15.3% in influencing students' pencak silat abilities.

These results are in accordance with research conducted by Hardiansyah & Sutapa (2021), with the title "SMA Muhammadiyah 2 Yogyakarta Students Have Sufficient Motivation towards Extracurricular Activities Pencak Silat." The results of this research conclude that, based on extrinsic and intrinsic factors consisting of attention indicators, interest indicators, activity indicators, trainer indicators, facility indicators, school regulation indicators, and environmental indicators, it is stated that students at SMA Muhammadiyah 2 Yogyakarta have sufficient motivation for activities. pencak silat extracurricular [51].

Apart from that, research conducted by Ihsan et al., (2022), was regarding "The Effect of Limb Muscle Explosive Power, Flexibility, and Achievement Motivation on Sickle Kick Performance in Pencak Silat Learning". The results of this research are: 1) there is an influence of leg muscle explosive power on sickle kick performance of 21.59%; (2) there is an influence of flexibility on sickle kick performance of 6.94%; (3) there is an influence of achievement motivation on sickle kick performance of 9.74%; (4) there is an influence of leg muscle explosive through achievement motivation on sickle kick performance of 38.14%; (5) there is an influence of flexibility through achievement motivation on sickle kick performance of 13.51%; and (6) there is an influence of flexibility through achievement motivation on sickle kick performance of (6) there is a simultaneous influence of these variables of 51.41% [52].

Apart from that, in terms of motivation, there is low motivation and high motivation. Low motivation is a person's level of motivation that decreases due to internal and external influences, resulting in a decrease in attitudes and actions to achieve something desired [37]. Meanwhile, high motivation is a person's level of motivation that increases due to various factors in achieving something desired [38].

The hypothesis in this research is that the coaching program and the level of student motivation for pencak silat abilities are at a low level of motivation. Based on the results and supporting relevant research, it can be stated that the hypothesis regarding "the influence of the coaching program and student training motivation on students' simultaneous pencak silat abilities at SDIT Insan Utama" is proven to be in accordance with the analysis results obtained in this research.

V. CONCLUSION

The influence of students' pencak silat abilities after participating in the SDIT Insan Utama extracurricular pencak silat coaching program showed significant results. This was obtained from the results of the analysis of the pretest and posttest of the pencak silat abilities of control and experimental class students. Overall, the score results from the pretest and posttest increased. So there is an influence on students' pencak silat abilities after participating in the SDIT Insan Utama extracurricular pencak silat coaching program.

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The influence of students' motivation to practice on their pencak silat abilities was analyzed using a paired sample t-test, the student motivation variable can have a positive and significant effect on the students' pencak silat ability variable. In this case, student motivation can influence each type of assessment of students' pencak silat abilities. Student motivation influences students' pencak silat abilities with sig values. $0.000 < 0.05$.

The influence of the coaching program and student motivation on students' simultaneous pencak silat abilities at SDIT Insan Utama showed positive and significant results. The R² (squared) regression analysis carried out contributed 15.3%. Therefore, the coaching program and student motivation can jointly influence students' pencak silat abilities simultaneously, even with a small value. Apart from that, the remaining 84.7% in the study could have been influenced by other variables outside this study.

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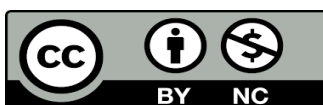
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