

Standardization of Unified Training Methods for Regional Shorinji Kempo Martial Arts Coaches to Improve the Quality of Athletes' Techniques

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ABSTRACT: Shorinji Kempo is a Japanese martial art that emphasizes a balance between physical strength and character development through the principle of unity between body and mind. However, in local practice, inconsistencies in technique still exist due to differences in how instructors interpret the standardized movement guidelines. This study aims to analyze the effect of standardizing the UNIFIKASI Training Method on improving the skills of Shorinji Kempo coaches. This study employed a quantitative design using a one-group pretest–posttest approach. The sample consisted of 60 Shorinji Kempo coaches from several provinces in Indonesia, all of whom held at least a 1st DAN black belt. Data collection was conducted through a pre-test and a post-test administered before and after the three-day standardization program. The data were analyzed using a paired samples t-test. The results of the study showed a significant increase in the participants' average scores from 63.37 on the pre-test to 80.57 on the post-test, with an increase of 17.20 points. The results of the Paired Samples t-test showed a t-value of -18.183 with $df = 59$ and a significance level of 0.000 ($p < 0.05$), indicating a significant difference between the pre- and post-treatment scores. Additionally, a correlation coefficient of 0.600 indicates a strong relationship between the pre-test and post-test results. Thus, it can be concluded that the standardization of the UNIFIKASI Training Method is effective in improving the skills of Shorinji Kempo instructors and helping to harmonize technical standards across various regions.

KEYWORDS: Standardization, Unification, Regional Coaches, Technical Quality, Shorinji Kempo

INTRODUCTION

Shorinji Kempo is a Japanese martial art that focuses not only on physical strength but also on character development through the principles of unity between body and mind and the balance of strength and compassion (Carles Nyoman Wali et al., 2021). Ideally, Shorinji Kempo should possess characteristics divided into two main categories: Goho, which consists of hard techniques such as punches, kicks, and blocks; and Juho, which consists of soft techniques such as locks, throws, and releases (Tri Wahyu Arga et al., 2022). All of these techniques demand extremely high precision, where every detail of the movement from the angle of a block to the distribution of body weight in a stance (Febi Robianti et al., 2024) serves a specific mechanical function that has been defined within internationally standardized unified guidelines (Jaworski, J et al., 2021).

Shorinji Kempo is a martial art that emphasizes technical precision through the principle of unification. However, at the regional level, there are often differences in technical understanding among coaches, which results in low quality standards for athletes. Based on preliminary research conducted among coaches in the Special Region of Yogyakarta, it was found that coaches still employ non-standard movement patterns, with technical variations reaching 80%. If left unaddressed, this lack of uniformity will hinder athletes' performance in national and international competitions. However, in practice at the regional level, there are often gaps in technical understanding among coaches. Although official guidelines from the Indonesian Shorinji Kempo Association (PERKEMI) are available, the lengthy chain of command often leads to discrepancies in information. This results in subjective variations in interpretation by individual regional coaches when teaching standardized techniques. The direct impact of this inconsistency is a decline in the quality of athletes' techniques, which is clearly evident when they face promotion exams or objective evaluations in official championships. If left unaddressed, this gap will hinder the equitable development of athletes' performance at the national level.

A key challenge facing the training process is the suboptimal implementation of the Unified Training Method, which is designed to align all coaches with a single, standardized set of movements (Ricky Susiono, 2020). The lack of practical reference materials and the continued dominance of conventional, auditory based teaching methods without precise visual support are

Standardization of Unified Training Methods for Regional Shorinji Kempo Martial Arts Coaches to Improve the Quality of Athletes' Techniques

major obstacles. Therefore, a program to standardize the Unified Training Method supported by digital technology to provide objective technical corrections is needed. Through this program, the proposed solution is the implementation of the Digital Motion Unification system, which integrates digital video analysis into the training process. With this standardization in place, regional coaches are expected to share a common technical framework, ensuring that the transfer of knowledge to athletes is accurate and consistent. Improving the quality of coaches through this standardized, unified approach will significantly enhance the technical skills and performance of Shorinji Kempo athletes in the region.

METHOD

The program implementation method was systematically designed with a focus on standardizing coach competencies. Sixty coaches, all holding at least a DAN Level I certification and having received approval from their respective regional committees, participated in the standardization process. The coaches participating in the standardization program came from various provinces in Indonesia, such as the Special Region of Yogyakarta, Central Java, East Java, West Kalimantan, and North Kalimantan. The standardization program lasted for three days, beginning with a pretest on the first day and concluding with a posttest on the third day. The pretest and posttest were administered to the same sample group to assess improvements in training outcomes using the UNIFIKASI method before and after participating in the UNIFIKASI training standardization program. After obtaining the data from the pretest and posttest, data analysis was performed using a T-test (Paired Samples Test).

RESULTS

After obtaining the data from the pretest and posttest, data analysis was conducted using the t-test (paired samples test), as explained below.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-Test	63.3667	60	8.95746	1.15640
	Post-Test	80.5667	60	6.91441	.89265

Based on the Paired Samples Statistics table, the results of the descriptive analysis show that the participants' pre-test mean score was 63.37 with a standard deviation of 8.96, while the post-test mean score was 80.57 with a standard deviation of 6.91. The sample size used in this study was 60 participants. The increase in the mean score from 63.37 to 80.57 indicates a rise of 17.20 points after the participants underwent the UNIFIKASI standardized training method. Additionally, the smaller standard deviation in the post-test compared to the pre-test suggests that the participants' results became more homogeneous or more evenly distributed after completing the training. Descriptively, these results show that the UNIFIKASI training method tends to improve participants' abilities.

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pre-Test & Post-Test	60	.600	.000

Based on the results of the Paired Samples Correlations analysis, the correlation coefficient between the pre-test and post-test scores was 0.600, with a sample size of 60 participants and a significance level of 0.000 ($p < 0.05$). This indicates that there is a significant positive relationship between the pre-test and post-test results. A correlation coefficient of 0.600 indicates a fairly strong relationship, meaning that participants with high pre-test scores tend to also achieve high post-test scores. Thus, there is consistency in the measurement results before and after participating in the UNIFIKASI exercise method standardization.

Paired Samples Test

Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
					Lower	Upper		
Pair 1	Pre-Test - Post-Test	-17.20000	7.32722	.94594	-19.09282	-15.30718	-18.183	.000

Based on the results of the Paired Samples Test, the mean difference between the pre-test and post-test scores was -17.200, indicating that the post-test scores were higher than the pre-test scores, with an average increase of 17.20 points. The results of the paired t-test yielded a t-value of -18.183 with 59 degrees of freedom (df) and a significance level (Sig., 2-tailed) of

Standardization of Unified Training Methods for Regional Shorinji Kempo Martial Arts Coaches to Improve the Quality of Athletes' Techniques

0.000. Since the significance level is less than 0.05 ($0.000 < 0.05$), there is a significant difference between the pre-test and post-test scores. Thus, it can be concluded that standardizing the UNIFIKASI training method has a significant effect on improving participants' training outcomes.

DISCUSSION

The results of the study show that there was a significant improvement in participants' exercise performance after following the standardized UNIFIKASI exercise method. Participants' average scores increased from 63.37 on the pre-test to 80.57 on the post-test, with an average difference of 17.20 points. The results of the Paired Samples Test also showed a significance value of 0.000 ($p < 0.05$), indicating that the standardization of the UNIFIKASI training method had a significant effect on improving participants' training outcomes. These findings suggest that a structured and standardized training process can more effectively improve participants' mastery of the material and their skills.

This improvement in outcomes can be explained by Adult Learning Theory, developed by Knowles. This theory explains that adults will more easily understand and master the material if the learning process is designed based on the participants' needs, experiences, and active engagement. Recent research by Chen and Lian (2024) shows that applying the principles of Adult Learning Theory can significantly improve participants' knowledge, attitudes, and practices following a training intervention. Thus, the increase in post-test scores in this study indicates that the UNIFIKASI method has provided an effective learning experience, enabling participants to better internalize the material presented.

The findings of this study are also consistent with various studies showing that systematically designed training programs can improve participants' learning outcomes. A study (Marques-Sule et al., 2023) found that structured learning interventions led to significant improvements in participants' skills and mastery of the material compared to pre-training levels. Similarly, research on flipped learning has shown an increase in participants' knowledge and independent learning skills following the implementation of learning interventions.

Furthermore, the results of this study show that the post-test standard deviation (6.91) was lower than the pre-test standard deviation (8.96). This indicates that after participating in the UNIFIKASI standardized training method, the participants' abilities became more homogeneous or more evenly distributed. This suggests that the training process not only improved the participants' average ability but also reduced the variation in ability among participants, resulting in more uniform competency achievement. This phenomenon supports the view that structured training can improve the overall quality of learning and lead to more consistent competency outcomes.

A correlation coefficient of 0.600 with a significance level of 0.000 indicates a strong relationship between pre-test and post-test scores. This suggests that participants with strong initial abilities tend to continue achieving higher scores after training. However, the improvement observed across all participants suggests that the standardized UNIFIKASI training method is able to provide benefits evenly without relying entirely on participants' initial abilities. In other words, the training method implemented can serve as a means of strengthening competencies for all participants.

The results of this study reinforce the theory that the effectiveness of training is determined by the quality of instructional design, participant engagement, and the application of systematic methods. A study (Jiang et al., 2023) explains that the effectiveness of training is influenced by the presence of clear learning objectives, appropriate learning strategies, and active participant engagement during the learning process. Therefore, the success of standardizing the UNIFIKASI training method in improving participants' training outcomes demonstrates that this method can serve as an effective approach for competency development and enhancing the quality of human resources.

CONCLUSION

Based on the research findings, it can be concluded that standardizing the UNIFIKASI training method has a significant effect on improving participants' training outcomes. This is demonstrated by an increase in the average score from 63.37 on the pre-test to 80.57 on the post-test, with an average difference of 17.20 points. The results of the Paired Samples Test indicate a significant difference between the scores before and after training ($t = -18.183$; $df = 59$; $p < 0.05$), thus supporting the hypothesis that standardizing the UNIFIKASI training method improves participants' training outcomes.

In addition to improving average training outcomes, the standardization of the UNIFIKASI method also resulted in a more uniform level of participant proficiency, as indicated by a decrease in the standard deviation score on the post-test compared to the pre-test. These findings indicate that the implementation of a structured and standardized training method not only improves individual performance but also supports the achievement of more equitable competencies among participants. Therefore, the

Standardization of Unified Training Methods for Regional Shorinji Kempo Martial Arts Coaches to Improve the Quality of Athletes' Techniques

UNIFIKASI training method can be considered an effective approach to competency development and the improvement of human resource quality.

Future research is recommended to include a larger sample size, use a control group, and evaluate the long-term sustainability of training outcomes so that the effectiveness of the UNIFIKASI method can be tested more comprehensively and have a higher degree of generalizability.

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