

**Practical Self-defense for Elementary School Students****Muhammad Nur Alif, Tatang Muhtar**

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Penelitian ini bertujuan untuk mengetahui pengaruh Pembelajaran Beladiri Praktis terhadap self efficacy Siswa Sekolah Dasar. Metode yang digunakan adalah metode penelitian experiment. Desain penelitian yang digunakan adalah Randomized Pretest-Posttest Control Group Design. Instrumen yang digunakan adalah angket self efficacy. Lokasi penelitian bertempat Di Sumedang. Populasi adalah Siswa kelas 4,5,dan 6 Sekolah Dasar dengan jumlah sampel sebanyak 50 siswa yang terbagi ke dalam 2 kelompok. Hasil yang diperoleh adalah Pembelajaran beladiri praktis berpengaruh positif terhadap self efficacy siswa, dan siswa dengan pembelajaran dan konsep pemahaman beladiri praktis lebih menunjukkan hasil self efficacy yang lebih baik dibandingkan dengan siswa yang tidak mendapatkan pembelajaran dan pemahaman tentang konsep beladiri prktis. Namun hasil pengujian self efficacy pada siswa perempuan tidak mengalami peningkatan secara signifikan. Usia pada siswa perempuan diduga menjadi penentu dalam hasil uji coba yang telah dilakukan.

**Abstract**

This study was aimed at determining the effect of practical self-defense learning on elementary school students' self-efficacy. The method used was the experimental research method. The research design used was Randomized Pretest-Posttest Control Group Design. The instrument used was a self-efficacy questionnaire. The research location was located in Sumedang. The population is 4, 5, and 6 grade students in elementary school. The results showed that practical self-defense learning had a positive effect on students' self-efficacy; the students who received self-defense learning and had the concept of practical self-defense understanding showed better self-efficacy results compared to students who did not get learning and understanding of the concept of practical self-defense. However, the results of self-efficacy testing on female students did not experience a significant increase. Age in female students seems to be a determinant factor in the results of the test that had been conducted.

## INTRODUCTION

Training basic self-defense skills is a necessity that must be mastered by students. It is the responsibility of Physical Education teachers in providing an understanding of the concept of self-defense in physical education learning in school, considering many things around the environment that can threaten the safety of themselves and those around (Melanie, 2008). Students must be equipped with the ability to be aware of the situations that are dangerous to themselves and overcome when undesirable things happen to them. In training and mastering self-defense skills, students can build confidence based on the fact that they can set goals, and thoughts that are needed to achieve the goals on the next level (Kimberly, 2007).

Self-defense is the need of every human being in living their life so they are free from threats without fear of danger. Feeling safe and comfortable becomes the second priority once the need to improve the condition of body fitness is met (Adiele, E. E., & Abraham, 2013). Students must be equipped with self-defense to minimize the possibility of becoming a victim of crime through simple but effective self-defense skills (Liebling, 2006).

The main problems that are the focus in various cases of violence are the low confidence of the students of their ability to defend himself when there are disturbances or threats from outside such as sexual harassment, bullying, and crime in public places and the low ability of the students to read the environment and their situation that threatens them to then take an appropriate action. KPAI (National Commission for Child Protection) data states that violence against children always increases every year. KPAI monitoring results from 2011 to 2018 saw a significant increase especially in cases of child abuse. Physical education teachers in schools are responsible to equip their students with an understanding of the importance of training basic skills and concepts of self-defense. Students do not have to fight frontally, but they can use self-defense techniques to provide a sense of shock to defend themselves from dangerous situations. Students are often unsure of the ability to defend and execute a person who is considered dangerous. Data on violence against children that have been previously presented is one of the proofs that most students are victims of crime and violence both

physically and psychologically. Therefore high self-efficacy is needed so that if students are facing a threatening condition, they can take appropriate action carefully.

Self-efficacy is one's belief about the ability and opportunity to successfully achieve certain tasks (Bandura, 1997). Self-efficacy is needed, both in the realm of education and work, since self-efficacy is closely related to one's competence. Competence can be in the form of expertise, or knowledge, which will later serve as a tool to support individuals in completing their tasks (Mazer, 1998). High or low Self-efficacy in an individual will affect their implications in facing a challenge. Therefore, one of the ways that can be done by knowing students' self-efficacy is related to solving the problems that they are facing.

The referred martial arts in this study are self-defense training that is packaged practically. This means that it is not classified into one particular type of martial arts branch such as silat, karate, taekwondo, and others. The concept of movement that is presented is very familiar with the movements carried out every day. Associated with martial arts techniques, some body parts that can be used as weapons are fingers, nails, heads, feet, elbows, knees, and even hips, apparently storing a variety of weapons that are quite deadly if used correctly and appropriately (Hendrawan, 2011). Likewise with simple media that can be used as weapons are credit / ATM cards, ballpoints/pencils, lipstick, umbrellas, combs, keys, and bags. The various weapons need to be balanced with 4P concept knowledge, namely Pray, Prediction, Preventive and Protection (Alif, 2017). The self-defense training also teaches a student to change their mindsets to have high self-efficacy. It can be followed by every student through simple but deadly movements so that this training can be easily accepted by every student which covers the three domains of physical education namely psychomotor, cognitive, affective which are important parts of the life process. By applying the concepts and practical self-defense training, it is hoped that physical fitness and self-efficacy of students can increase significantly.

**METHODS**

The method used in this research was Randomize Pretests-Posttest Control Group Design (Frangkle, 2012). The population in this study were elementary school students grades 4,5, and 6 in Sumedang City. The sample used in this study was 50 students who were divided into 2 groups with random sampling techniques. Before being given the treatment, the level of student self-efficacy was measured using a self-efficacy questionnaire (Liebling, 2006). after 8 meetings the samples were retested using the same questionnaire.

**RESULT**

The results of data processing and analysis in this study showed that there was a significant influence on the application of practical self-defense training to students' self-efficacy. Another result was obtained that students who were given practical self-defense training had higher self-efficacy than students who were not given practical self-defense training. Improved self-efficacy of the experimental group is presented in Table 1.

**Table 1.** Results Data of Self Efficacy Experimental Group and Control Group

Experiment Group	N	Sum	Mean	Std Dev.	Sig	R Squer
Pretest Self control	25	1540	102,67	2,41	0,001	0,670
Posttest Self control		1681	112,07	2,37		

After processing the data, the probability value of (Sig.) 0.000 <0.05 then H0 is rejected. Thus, it can be concluded that there is a significant effect of the application of practical martial arts training on students' self-efficacy. The value of r square shows a significant increase in self-efficacy by 67%. To find out the differences between the experimental group and the control group, a similarity test was applied between the two groups. The results of data processing between the experimental group and the control group are presented in table 2.

**Table 1.** T-test Processing Results Experimental Group and Control Group

No	Group	Self Efficacy			Sig.
		Mean Pretest	Mean Posttest	Mean Gain	
1	Practical Martial Art Learning	102,67	112,07	9,40	0,014
2	Conventional Learning	101,80	108,73	6,93	

After processing the data, the probability value of (Sig.) 0.014 <0.05 was calculated and then H0 was rejected. Thus, it can be concluded that there are differences in influence on self-efficacy between students who are given practical martial arts training and students who are not given practical martial arts training. It can be seen from the average results of the two groups. Self-efficacy scores of students who were given self-defense training were greater than scores of students who were not given self-defense training.

**DISCUSSION**

Based on observations in the field it was found that the dominant training material was able to increase students' self-efficacy. The material is all self-defense material in practical self-defense training programs especially when students are faced with samples of crime cases. When students are faced with samples of crime cases, students are required to read the situation of themselves and their environment, to avoid mistakes in taking action. This is one part of the 4P concept, namely prediction. Based on that situation, reading the situation is an important part of controlling appropriate behavior for yourself and others.

Perception about how much they can function in certain situations. Self-efficacy relates to the belief that they can act as expected (Bandura, 1997). By following practical self-defense training, students can anticipate the situations with high confidence. Referring to the Social Cognitive Theory, self-efficacy will be in line with one's belief in their ability to perform behavior that is appropriate to the situation and condition they are facing (Dominick et. Al, 2013). Self-efficacy is a perception of how well the individual can function in

certain situations (Li et.al, 2001). Self-efficacy relates to the belief that they can act as expected. By training the practical self-defense, students can anticipate it.

The next finding in this study is the most dominant difference that can be seen on the training material of the martial arts. The experimental group (students with practical self-defense) when they are facing the samples of crime cases, they are quicker in reading the situation of themselves and their environment to then do what is appropriate when they are threatened so they do not harm themselves. This happens because before getting the material of practical self-defense, the experimental group had been presented about the true concept of martial arts and the formation of the right mindset when they are facing a threat of crime. Unlike the control group (not given self-defense training), they are slower in reading their situation and the environment when confronted with samples of crime cases. This happens because the control group in the learning process is not given the concept of martial arts whereas reading the situation of yourself and the environment to then take an appropriate action in facing and resolving an unexpected event is an integral part of one's self-efficacy. But different results were obtained for female students. The tendency for increased self-efficacy in female elementary school-age girls did not increase significantly. This is based on the psychological development factors of the students who tend to be still unpredictable.

Physical education and sport teach students about how to maintain fitness and encourage them to live a healthy lifestyle. Sport is not only important for bodily health but also the development of a students' attitude and knowledge. By doing sports activities, students can understand themselves thoroughly both in terms of attitude, knowledge and the state of his own body. Research related to this issue issued by Tel Aviv University, managed to find a link between exercises with cognitive, emotional, and behavior factors of the children. Exercise can support the improvement of self-efficacy and discipline to reduce feelings of aggression in children (Mears, 2001). Each sport game has different characteristics in forming the character of students who are involved in it. Therefore, self-defense can be an alternative sport activity that emphasizes the formation of students' character.

## CONCLUSION

Based on the results of data processing and discussion of findings, it can be concluded that the training of practical self-defense for students significantly increases the level of self-efficacy. Practical self-defense can also contribute and provide solutions to the problems previously described, namely preventing the impact of the development of science and technology because of the inevitable globalization to the children's attitudes and behavior in terms of self-confidence in something.

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