

## IMPLEMENTATION OF THE EDUCATION OF THE ISLAMIC CHARACTER THROUGH EXTRACURRICULAR ACTIVITIES OF *PENCAK SILAT* TO ENHANCE THE SELF-EFFICACY OF THE STUDENTS

Dini Hayati,<sup>1</sup> Dede Idin<sup>2</sup>  
STAI Riyadhul Jannah Subang<sup>12</sup>  
Email: [dhinhayati24@gmail.com](mailto:dhinhayati24@gmail.com)

### ABSTRACT

*Islamic character education has become a major focus in modern education to form qualified and responsible individuals. One approach adopted to this was through extracurricular activities in which Pencak Silat became an attractive choice to integrate Islamic values and enhance the self-efficacy of pupils. This research aims to explore and analyze the application of Islamic character education through the extracurricular activities of Pencak Silat in an effort to improve self-efficacy of pupils at Domas Siliwangi college. Data is collected through participatory observations, in-depth interviews, and analysis of documents related to the extracurricular activities of Pencak Silat as well as the development of Islamic character at Domas Siliwangi College. Research results show that the application of Islamic character education through the extracurricular activities of Pencak Silat is effective in improving the self-efficacy of pupils. Through physical training, martial skills, and Islamic values instilled, students experience increased self-confidence, ability to overcome challenges, as well as awareness of Islamic moral and ethical values. In conclusion, Pencak Silat's extracurricular activities at Domas Siliwangi College can be an effective means to apply Islamic character education and increase self-efficacy of students. Implications of this study are the importance of paying attention to the role of extracurricular activities in building Islamic character and developing the potential of the student in a holistic way. It is hoped that this research can contribute to the development of Islamic character education and educational practices in other educational institutions.*

**Keywords:** Character Education, Pencak Silat, Self-Efficacy

### INTRODUCTION

Due to the progress of science and technology, we are frequently exposed to instances of negative conduct on social and electronic platforms. These include student altercations, drug-related incidents, bullying that ensnares students, and other forms of violent behavior that appear to have become ingrained in the realm of education (Kurniawan, 2021). The occurrences demonstrate the profound deficiency in the moral and spiritual underpinnings of this nation's existence. Furthermore, the introduction of foreign culture into Indonesia can be attributed to the influence of globalization (Kurniawan & Falah, 2024). An illustrative instance of this phenomenon is the rapid advancement of technology in contemporary times, which has led to a decline in the caliber of moral education and character development among students. It is imperative for students to possess a character and attitude that aligns with local wisdom, Pancasila, and UUD 1945 (Riva'i, Kurniawan, & Aulia, 2024). Character education is a crucial endeavor aimed at fostering the holistic development of students, encompassing both their inherent qualities and their inner selves. The significance of character education surpasses that of moral education, as it encompasses more than just addressing ethical dilemmas. It involves cultivating positive habits and values within familial, communal, and educational contexts. This approach aims to foster a heightened consciousness, comprehension, and dedication among students to consistently engage in virtuous actions in their daily lives. Therefore,

it may be asserted that character is an inherent quality that every individual possesses in their moral response to situations, which is manifested via their actions.

A study conducted by Atika, Wakhyudin, and Fajriyah (2019) titled "Implementation of Strengthening Character Education: Shaping Characters Love of the Homeland" has similarities to the present study. The findings of this study indicate that there has been an improvement in the manifestation of patriotic sentiment among the students of class V SDN Pandean Lamper 04 Semarang. This is obvious in the enhanced character development of the students. The character of nationalism or homeland love exhibits five indicators, with a maximum rate of 96%. Furthermore, a study conducted in 2019 titled "Application of Character Education Through Student Disciplinary Activities" focused on primary research. The findings of the study indicate that the implementation of character education through disciplinary activities at SDN Gayamsari 01 Semarang has been successful. This initiative involves the regular occurrence of ceremonial activities on Mondays and mornings, in addition to the regular Monday activities. Furthermore, students are required to participate in a line-up activity before entering the classroom to begin their learning. Additionally, the school authorities are responsible for organizing charitable activities aimed at addressing religious persecution. In this study, preliminary observations conducted by researchers in the field revealed that certain pupils exhibited uncertainty regarding their ability, consistently maintained a gloomy outlook, displayed a willingness to make attempts, consistently harbored a fear of failure, and consistently relied on others for support. Furthermore, the absence of teacher involvement in personality education serves as a hindrance to enhancing students' self-confidence. When teachers solely focus on imparting knowledge in a materialistic manner, neglecting to incorporate personal values, many students experience a lack of self-assurance due to their diminished self-efficacy. Hence, it is imperative to foster collaboration among parents, educators, and the surrounding community in order to promote the cultivation of positive values among students (Princess & Haryani, 2024). One such approach involves imparting the principles of Islamic education to students with the aim of cultivating a devout disposition and reverence towards the only deity, as well as fostering qualities such as integrity, compassion, nobility, and accountability. Kerniawan, Putri, and Ardawinata (2023).

This research is expected to make a significant contribution by offering physical training, tactics, and a philosophy of culminating that incorporates Islamic character values. The findings of this study have the potential to assist students in cultivating self-efficacy across multiple domains.

## METHODS

Qualitative research, as defined by Sugiyono in Mulyasa (2022), is a method of data analysis wherein information is gathered through descriptions of objects, people, or events under investigation. The purpose of this approach is to construct conclusions that can be extended to broader contexts or generalizations. Participatory observations, in-depth interviews, and document analysis were utilized to gather information regarding the extracurricular activities of Penca Silat and the formation of Islamic character at Domas Siliwangi College.

## RESULT AND DISCUSSION

One approach to encouraging the inner and outer development of a student's spirit is through character education. Character education surpasses moral education in significance due to its focus on instilling good habits and values throughout the family, community, and school environment. Rather than simply teaching right from wrong, character education develops concern, understanding, and persistent commitment among students to consistently engage in good deeds in their daily lives. Character can be defined as an inherent quality that individuals possess, enabling them to respond morally to situations. This quality is manifested through tangible actions or conduct that exemplify various character values such as discipline, tolerance, confidence, creativity, self-reliance, and responsibility.

Strong character, according to Mulyasa (2022), is a quality that empowers students to live harmoniously and establish a virtuous world devoid of violence and other impurities. By imparting character education to students, one can avert undesirable occurrences, one of which pertains to the moral development of the students. Moral values can be fostered through the introduction, comprehension, and application of these values in daily existence; additionally, a commitment attitude that manifests itself in actions that impact learners' self-efficacy can be instilled. According to Article 3, one of the goals of national education is for every student to actively cultivate his or her inherent capabilities, including noble morals, religious fortitude, self-discipline, intellect, and personality, in addition to the skills that are essential for the individual, the community, the nation, and the world.

A student's level of achievement is significantly impacted by the mindset of self-assurance that the student possesses. Therefore, the school functions as a formal educational establishment with the responsibility of imparting knowledge, training, and instruction that form the character and civilization of a respectable nation and explain its citizens. Its extracurricular activities aim to develop the student's potential into a man who reveres the One God, is morally upright, is in good health, is well-informed, intelligent, creative, independent, democratic, and accountable. Extracurricular activities represent student engagements conducted both within and beyond the school setting, occurring during non-academic hours. Their purpose is to broaden students' understanding and knowledge, explore the connections between various academic disciplines, and provide a platform to express their talents and passions. The source cited is Zakiah Drajat (Putra et al., 2021).

One of the functions of educational curricula in schools is to safeguard the diverse cultural values and heritage of the nation. Extracurricular programs, including such activities, can serve as a means to imbue educational values into the students' character. The art of silat, for instance, possesses an instructive quality that is applicable to daily life; thus, it can influence the progress of students, particularly in terms of their self-efficacy formation. Pecak Silat represents a segment of the Indonesian cultural heritage encompassing four facets: spirit, sports, art, and athletics. It demonstrates that the silat apex is an Indonesian cultural artifact that must be improved and expanded upon in order to preserve its significance in shaping the national identity of the people.

Students who possess a strong character are capable of coexisting harmoniously and establishing a virtuous world devoid of violence and other forms of aggression. By imparting

character education to students, one can avert undesirable occurrences, one of which pertains to the moral development of the students. Moral values can be fostered through the introduction, comprehension, and application of these values in daily existence; additionally, a commitment attitude that manifests itself in actions that impact learners' self-efficacy can be instilled.

Indonesia's national organization responsible for silat headgear is IPSI (Ikatan Pencak Silat Indonesia). Pencak Silat colleges, particularly those in Indonesia, are readily accessible in diverse regions. In addition, educational institutions use silat headgear for extracurricular activities. One form of bowling utilized as an extracurricular activity in primary schools with the aim of fostering pupils' creativity and self-efficacy is the Siliwangi Domas College. Broadly speaking, self-efficacy refers to an individual's conviction or assurance in their capability to execute a task, generate a product, control an objective, and take action in order to employ particular abilities.

According to Bandura (1997), every pupil possesses a unique set of abilities when it comes to boosting his confidence during the learning process. A student with a high sense of self-efficacy will find it effortless to complete their studies, whereas one with a low sense of self-efficacy will find it challenging. Furthermore, the attitude of confidence a student possesses significantly impacts his level of success. Therefore, the school functions as a formal educational institution responsible for instructing, constructing, educating, and training students. In pursuit of this objective, educational establishments, particularly those situated in the Cijambe district of Subang Province, West Java, organized extracurricular activities as a means to foster the growth of students' interests, abilities, and character. Due to the still-low self-efficacy of the student, the researchers conducted an interview with one of the school's teachers.

When inquired about the nature of the character education issue at the school, the instructor responded that the students' character remains inadequate; they are constantly pessimistic, unwilling to make an effort, and terrified of failing. This is due to a variety of factors, including teachers' decreased involvement in the learning process, which has an effect on students' self-confidence. In addition to receiving beneficial feedback from educators, students also require encouragement from their families and the surrounding community. Determining that reinforcement of external factors may strengthen a student's confidence, the researchers evaluated the importance of enhancing this character education that begins with the internal aspects of the student. A subsequent enhancement in motivation is required to enable students to cultivate their creative abilities in an academic setting with eagerness and assurance. Extracurricular activities are those conducted during non-school hours with the purpose of encouraging the growth, aptitudes, and passions of students. The school-scheduled activities have the potential to contribute to the advancement of national education.

Concerning the outcomes of the investigations conducted by the researchers regarding the application of character education via extracurricular activities to instill confidence in the students, they are as follows: initially, prior to engaging in the activities, the students are provided with motivation and guidance pertaining to the study of martial arts peak silat. This support facilitates the students' acquisition of fundamental techniques in martial arts pencak silat. Subsequently, students are instructed to perform some preparation prior to engaging in activities. Muscle stretching is the objective of the activities so as to reduce the risk of injury to the pupils. Third, following the heating,

the instructors instruct the class on the fundamental techniques of pencak silat martial arts before the class as a whole follows.

The following fundamental techniques are instructed to pupils in the martial arts of pencak silat:

### 1. Horsemen's Technique

**Picture 1. Horsemen's Technique**



As for the horse techniques performed is to maintain the balance of the body as a focus in the attitude of attacking and defending to self-defence.

### 2. Punching Technique

**Picture 2. Punching Technique**



This technique is a technique to prevent an attack from an opponent that is collaborated between hand movements, arm to elbow.

### 3. Beating Technique



The punch technique is an attack technique using the force of the hand in an attempt to defend itself from an enemy attack. It can be performed from a variety of directions, both frontal, side and rear punches.

### 4. Kicking Technique



In this technique, it's a foot attack, a front, a back, a top, a bottom.

## CONCLUSION

One facet of Indonesian cultural heritage, the Pencak Silat, has been developed to include four domains: spirit, athletics, bowling, and art. This demonstrates that pencak silat is an Indonesian cultural artifact that must be improved and expanded upon in order to preserve its significance in shaping the national identity of the people. The establishment and maintenance of positive habits, which have developed into a school tradition, are the responsibility of all school members, including the principal, instructors, and students who participate in educational activities. Additionally, the educator must contribute to character development because regardless of how effectively self-efficacy is developed, it will be challenging to attain what is expected in the absence of educators' coherence.

Schools are established institutions of formal education with the responsibility to instruct, construct, train, and educate. With the intention of cultivating the interests, talents, and character of the students, extracurricular activities are organized as an educational aid in all academic institutions, with a particular emphasis on the district of Cijambe in Subang Province of West Java. Due to the still-low self-efficacy of the student, the researchers conducted an interview with one of the school's instructors.

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