

Increasing the Students' Social Intelligence Through *Pencak Silat* Extracurricular

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Abstract. The research is based on the issue of the students in facing the self-identity search experience that lead to behaviour which is not in accordance with educational goals, specifically the reduced use of norms and values that apply in society as well as the discipline in school. *Pencak Silat* as cultural product of Indonesian society is believed to teach a good norms and values, because it forms and evolve along with the development of Indonesian society. The purposes of the study are to discover the general condition of students' social intelligence before join the extracurricular, to know the implementation of the extracurricular in fostering students, and to find out *Pencak Silat's* contribution in increasing students' social intelligence. The study used descriptive method by applying qualitative approach. There were nine informants in this study in which used different techniques of collecting data namely interview, observation, and study documentation. The study reveals that; First, the condition of students' social intelligence has not been formed optimally. Second, the implementation of extracurricular *Pencak Silat* 'Perguruan Silat Tadjimalela' in fostering students includes implementing the training program planning, executing exercise, and evaluating the training result, and third the contribution of the extracurricular's activity in improving students' social intelligence in the form of spiritual mentality formation of students.

Keywords: extracurricular, *Pencak Silat*, social intelligence.

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A. INTRODUCTION

The educational goal itself is to bring the students to a mature level (Suryosubroto, B, 2010:9). It means that the students are taught in order to have strong mentality and independent so that able to be part of society and give benefit toward it. In line with that, the national educational goal also leads to how the students' behaviour and personality are based on Pancasila and Undang-Undang Dasar that are in accordance with Indonesian culture. The reason is that education not only creates smart students, but also well-behave students.

In this era, we often meet in various media sources, either on printed media or electronic media, some phenomena in society which are different from norms and values that are created by the society itself. It is proven with the rise of social deviations, namely, the existence of motorcycle gang and other community, the not obedient to the norms and values that apply in society and some cases that are

close to the violation of legal norms. The inconsistent between society's desire with teenager behaviour and their activity that is beyond society's tolerant caused the rise of juvenile delinquency term.

Juvenile delinquency or can be known as juvenile offending is a symptoms of social illness in children and adolescents caused by the social neglect, as a result it expands a deviant behaviour (Kartono, 2013, pp. 6). Therefore, they develop a form of deviant behaviour. Social deviance such as juvenile delinquency is done in communally instead of individually. There are some teenagers who intentionally create a community as a place of existence for its initial vision. Based on the researches were done by some researcher as well as the reference finding from some studies and data, there were numerous phenomena of students in Bandung in which its behaviour did not in line with the norm. For example, the formation of motorcycle gang and others communities turned into a trend or

culture to join in with the community as an effort of existence. Consequently, Dewi, Y. T., et al., (-, pp.2) stated

“...as a result, Bandung was known as city with its intra-school community for teenagers, motorcycle gang communities, and others”.

Unfortunately, the communities were labelled with an orientation to juvenile delinquency, for instance conflict among schools or current groups, and social act such as the lack of discipline and also manners of students.

Based on macro finding in Bandung, it had numbers of similarities with the one that happened in SMP 6 Bandung, in which the students experienced symptoms of self-identity search which led to behavior that was not in agreement with educational goals, for example reduced the use of the norms and values that applied in society as well as the discipline in school. According to the finding of students' data and counseling, also interview with the employee of SMPN 6 Bandung, and the result of the initial observation, researcher discovered the cases of social deviance, specifically break the school policy; for instance, the high number of students who came late that was around 15 until 20 per day, the use of school uniform and attribute which were not in accordance with the rule, skipping the routine activity in school such as *sholat dhuha* (*Duha prayer*) and *sholat al-jama'ah* (*congregational prayer*), did not respect people around especially to fellow students and led to the act of bullying, skipping school, did not behave during the learning process, clashes among students, and creating some communities, either inside or outside the school that led to juvenile delinquency. It was indicated that the students lack of sensitivity or awareness towards the surrounding. These phenomena also showed that the students were basically part of the teenager with lack of social intelligence. It was then defined

by Lwin (2008, pp.197) “as an ability to connect with people around us”. It was also strengthened by the opinion that social intelligence was someone's capability to read situation nearby, to adapt, and to understand their role and function in society, also skill to solve the problem (Elliot, 2007).

Whereas, social intelligence is essential for owned and continue to be developed primarily for the students to achieve the feat (Yusuf, 2018, p. 1). Aspects of social intelligence indicator or taken by the researchers quoted Suyono (2007, pp. 155-197) consists of making every effort to provide support, leadership, and personal growth as well as social capital.

Pencak Silat as cultural product of Indonesian society is assumed can teach the upright norms and values, because it is created and developed along with the society development. However, the existence of *Pencak Silat* as kind of martial sport as well as part of culture is began to lose its position. It is triggered by the incessant dissemination of martial sport from other countries which are indirectly brought its culture.

Besides *Pencak Silat* as martial arts which its main intention to equip someone with physical protection, it also has role to provide non-physical protection likely personality. It occurs because in *Pencak Silat*, the students are not only trained for physical skill, but also social skill which in line with norms and values of Indonesian morality. It is in agreement with the aspects of *Pencak Silat* according to PB IPS, namely sport aspect, cultural art aspect, martial aspect, and spiritual mentality aspect. The last aspect creates anticipation that *Pencak Silat* not only focuses on physical aspect, but also spirituality and mentality.

In addition, *Pencak Silat* provides an opportunity to hone the ability of motion or kinesthetic learners. Kinesthetic

intelligence is a very important thing in people's lives especially the early teens. This ability is not only beneficial to the individual concerned, but felt by its surroundings (Nurkholid, 2016, pp. 4). Kinesthetic intelligence with the humans can manipulate the body as a skilled and agile to express thoughts and feelings. This will influence the relationship of the individual with the social environment, people who have a kinesthetic intelligence honed his wit can avail in solving various problems either in itself or by its environment, and can meet various needs his life.

Aims of the study such as : Frist, to discover general condition of students' social intelligence before joining the extracurricular *Pencak Silat*. Second to find out the implementation of extracurricular *Pencak Silat* in nurturing students. Finally, to know the contribution of extracurricular *Pencak Silat* in increasing students' social intelligence.

B. METHOD

The study used descriptive analysis method. The method was based on the real situation happens in the location of the research, then described and analysed by the researcher. According to Hikmat (2012, pp. 44) "descriptive method is a research method to make an illustration of the situation, thus insist someone to accumulate the basic data."

Descriptive analysis method was employed to find out the things that applied in the place, afterward was described by researcher along with the real situation in the location. It was compatible with Mardalis (2009, pp. 26) who stated that "descriptive method aims to describe the things that apply at that time. It includes some efforts to describe, write down, analyse, and interpret the current or real condition."

C. DATA COLLECTION

1. Observation

Observation is a technique of collecting data by observing the object openly. In this case, the observation was done towards the relation between *Pencak Silat* characteristic and tradition process with the social intelligence formation. Nasution (2003, pp.22) explained "observation is open examination towards the object in order to get clear explanation about the normal social life which is hard to be obtain with other methods." Therefore, in this research, observation was applied by the researcher with the intention to perceive the role of *Pencak Silat* in students' life, especially in the form of social intelligence.

2. Interview

According to Vanderbergt (1980, pp.88-89), "interview can be define as a process of interaction and communication where several variables play the important role to affect and determine the result." In this study, the researcher applied semi-structure interview technique as a way to collect the data about the increase of students' social intelligence that join *Pencak Silat*.

3. Study Documentation

Study documentation according to Sugiyono (2012, pp. 240) is a complement of observation and interview method usage in qualitative research. It can be used in the form of note or picture. In this study, any kind of documents relate to the research were used. This technique was also enriched by capturing each process of interview and observation. It was aimed to provide physical evidence about the processes of collecting data and information for this study. It was in line with Sugiyono (2012, pp. 240) who stated "...the result of observation and interview will be more credible or trustworthy if it is being supported by personal history."

In doing this study, the writer used some instruments, specifically interview and observation. In the interview, the

researcher was supported by several tools, for example: a) Tape recorder, its function to record oral interview with the informant, b) Camera, to document the interview, observation and other processes, c) Notebook, it was used to write down important thing during the processes.

4. Data analysis and processing stage

Data that had been collected then were processed, analysed, and interpreted; hence the data had meaning in order to answer some questions in research issue. The stages were reduced the data, displayed the data, drew the conclusion from the data, lastly validated the data.

The techniques of data analysis in this study were explained as follow:

a. Data Reduction

Sugiyono (2009, pp. 92) stated that: “Data that are obtained from the research site are quite a few; therefore it is needed to be noted conscientiously and specifically. Reducing the data means to summarize, to select the main things, to focus on the crucial things, and to look for the theme and pattern. As a result, the data that have been reduced will give clearer picture and ease the writer to collect the next data and search it if it is needed. Data reduction can be supported by electronic stuff such as mini-computer by giving the code towards specific aspects.”

b. Data Display

In qualitative research, data display can be done in the form of brief explanation, diagram of the relation between categories, flowchart, and others (Sugiyono, 2009, pp. 95). Miles and Huberman (as cited in Sugiyono 2009, p.95) stated *‘the most frequent form of display data used for qualitative research in the past has been narrative text’*. By displaying the data, it will ease to understand the situation and organize

the next work based on what have been understood.

c. Drawing Conclusion/Verification

The initial conclusion was still temporary and will change when the strong evidences that were found can be used to support the next stage of data collection. Sugiyono (2009, p.99) explained that:

“The conclusion in qualitative research is a new finding that has never existed before. The initial findings in the form of description or picture that are still a vague object, transform to become a clear object after being observed. It can be shown as causal or interactive relation, hypothesis or theory.”

From the above statement it is understood that conclusion is the final stage in the analysis of data so that researchers could understand the meaning behind the data obtained in the field. That conclusion is verified during the process of research in progress in order to be tested in the validity so that it is capable of being drawn into a final conclusion.

d. Data Validity

In qualitative research, the findings or data are called valid when there is no difference between the one that is reported by the researcher and the one that actually occurs to the object. According to Miles and Huberman as cited in Sugiyono (2013, pp.120) “validity examination in qualitative research consists of credibility test (internal validity), transferability (external validity), dependability (reliability), and conformability (objectivity).

The truth of the real facts in qualitative research is not singular but

plural in nature and depend on the capabilities of researchers construct phenomenon is being observed, as well as established within the self as a result of the mental processes of each individuals with a background. Thus, when there is 7 people researchers have a different background researching the same object will get five findings and everything stated is valid if it is found that is not different from what happens on the real object researched.

D. RESULT AND DISCUSSION

1. General Situation of Students Social Intelligence Before Joining *Pencak Silat*

In this part, the researcher will discuss about the picture of students before joining extracurricular *Pencak Silat*. Based on the interview on several informants, for example members of the extracurricular, headmaster, Sociology teacher, and the trainer, it was found some conditions of students before joining *Pencak Silat*. The development of the extracurricular activity focused on students' potential. This potential can easily appear or need some times until it can be seen. The process of familiarized and detected the potential was important to be known earlier in order to increase it optimally. However, mostly the students who just enter junior high school could not rise up their own potential yet.

Each of students had different reasons and purposes with their participation in extracurricular, especially in *Pencak Silat*. There were among them who admit that their reasons of taking part in *Pencak Silat* were to make their parents proud, to gain achievement, and to add experience. Other reasons of their participation were because of feeling content about the martial arts including the movement and wanted to continue their interest toward *Pencak Silat*.

It is in accordance with the Mission of extracurricular activities, according to Ibid (in 2011, Asmani, pp. 63) that:

- a. Provide a number of activities that can be chosen by learners in accordance with the potential, talents and interests them.
- b. Organize activities that provide an opportunity to the students to express themselves freely through independent activities and or group.

The diversity in school is a certainty. Therefore, students' attitude is needed in facing that diversity. In line with that diversity, the attitude will also differ. Nevertheless, this attitude will be different between they who had joined *Pencak Silat* and they who had not and still in the early seventh grade. By observing their behavior in school, they were likely to behave intolerant. It can be considered as part of adaptation process that was done by students in new environment. The other students will feel astonished by that, hence it will take time to accept their behavior.

School had several programs that were planned accurately and done optimally. Each student gave different respond regarding the implementation of the programs. Nevertheless, as what the headmaster of SMPN 6 Bandung said, new students still could not join the program fully. In line with that statement, according to the member of the extracurricular *Pencak Silat*, students' discipline in the early time of junior high school or before joining extracurricular was still lack. The instructor also voiced the same opinion, and it was based on the report from some teachers who taught in seventh class and the trainer. They said most of the students were a bit tough to be led during the training and could not come on time in the beginning of the training.

If it was linked to the students' condition of social intelligence before joining *Pencak Silat*, the headmaster stated there was lack in term of obeying the rule optimally; besides, the presence of introvert students who caused the awkwardness between students. Another opinion came

from Ms. Yuyu as an educator for *Pencak Silat* who stated that other problems were regarding the neatness and self-confidence in each activity.

Exposure by the principal and Coach the extracurricular activities in accordance with the opinion of Hurlock (English translation by Istiwidayanti & Soedjarwo pp. 207) that adolescence certain characteristics such as:

- a. as a the age of adolescence that cause fear. The existence of a cultural assumption that teens are identical as kids are irregular, unreliable and prone to destructive results in adults who must guide and supervision on the lives of teenagers who tend to be afraid to charge replied.
- b. adolescence as a troubled age. This problem occurs in adolescence is often a difficult issue to be addressed, either by women or teenagers teenage boys. The inability of adolescents to overcome the problems occurred that caused him a lot of teenagers trapped in the settlement were taken according to yourself that the results did not always correspond to their expectations.

2. The Implementation of Extracurricular *Pencak Silat* in Fostering Students

Based on the observation done by the researcher, training activity of *Pencak Silat* Tadjimalela was held every Tuesday and Friday at 15.30 WIB in SMPN 6 Bandung, and on Sunday at 10.00 WIB in Pajajaran stadium hall. It was done for around twelfth times in a week with different programs; first week, usually to practice the stability of the basic movement of *Pencak Silat* and familiarize with typical moves of Tadjimalela; second week, the pupils were trained how to combine the basic movement to become an applicative series movement; third week, the pupils were taught the additional material, for example the martial arts movement to defense and

attack such as dodging and dropping techniques. To be exact, the techniques were slamming, sweeping down front and back, and scissor movement; forth week, the pupils applied the movement by doing sparring. At the end of the session in every week, the evaluation was done in order to monitor the training result and do the self-reflection to every phenomenon occurred recently.

The conditioning in accordance with the concept of character education that has been said by Mulyana (2014, pp. 25), namely, "character education is a process or an attempt to shape the behavior of learners who are reflected in words, deeds and attitudes, based on the values, norms, and the moral sublime through guidance, teaching, and practice.

3. The Contribution of Extracurricular *Pencak Silat* Activity

Based on the analysis, it was found some findings that related to the effort of increasing the students' social intelligence in which had the similarities with the students' general condition before taking part in *Pencak Silat*. It was included some indicators as follow:

- a. Self-adjusting with a group
- b. Creating a harmonious atmosphere in a group
- c. Obeying all the policies
- d. Addressing the problems that occur in a group
- e. Able to act competitively
- f. Providing encouragement to a group when they face failure
- g. Able to manage the emotion when communicate with others
- h. Able to read the situation around.

E. CONSLUSION

First, students' social intelligence condition before joining *Pencak Silat* was explained with the potential in students that was not formed yet, the ability to live up to

the diversity that was still minimal, the mannerly that had not applied in everyday life, and the attitude and discipline that had not met the expectation of the society.

Second, the implementation of *Pencak Silat* in Perguruan Silat Tadjimalela in fostering the students involved the presentation of training program arrangement, training implementation, and training evaluation. Those stages were done by means of the martial arts training and the introduction of *Pencak Silat* values, especially in Perguruan Silat Tadjimalela, in which social planting and discipline were carried out.

Third, the contribution of *Pencak Silat* in improving the students' social intelligence involved conditioning *Pencak Silat* activities that provided pleasant experiences for student which in turn had an impact on mental spiritual formation. Those experiences later were assisting the students to increase their discipline and responsibility, to take part in maintaining school order, and to improve social sensitivity and the ability to manage their emotion so that be able to become a model for other.

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