

The Playing Learning of Cheerful Pencak Silat

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Abstract

Background and aims: Teach spiritual character through traditional culture Play Pencak Silat on 5-6 year olds with simple movements. The goal is to be easily understood and practiced in Early Childhood (AUD) including Children with Special Needs (ABK). Methods and procedures: Research This action uses Kemmis and Taggart method which is done with planning, action, observation and reflection. The study continued until the third cycle and successfully completed with the learning model using the theme of learning with simple technology media, active learning based on Motion & Song and Drama variations as well as integrated reflection. Outcomes and results: The results of this assessment indicate that Pencak Silat play can develop all potential and talents of interest of children that have direct impact in motion skills of the approach to play so as to facilitate the improvement of spiritual character. Conclusions and Implications: Playing Pencak Silat can improve the Spiritual Character has been significantly tested by using T test. The act of playing Pencak Silat (a combination of fine and coarse motor coordination supported by the art of breathing, high focus, verbal music, traditional music and national anthem) can be used in the inclusive Kindergarten which is being intensively programmed by the Government. Playing Cheerful Pencak Silat (Carnival, Motion & Song Variation Drama, Fun cooking), Therapy of Children with Special Needs, Love Character of Homeland. The implications of this research are to support 4C which is currently required to be mastered by Early Childhood (AUD) in 2020, namely Creativity, Ability to work collaboratively.

Keywords: *Playing Learning of Cheerful, Pencak Silat*

1. Introduction

The American Academy of Pediatrics in 2011 has explained that the problems that plague children today are the lack of play and physical activity. Children do not have enough time and opportunity to develop their skills and abilities through physical activity. [1] Development of Information Technology Communication system developed by technology developers should always be ethical in developing the system, according to Islamic ethics. The purpose and the way they can have two advantages both financially and spiritually. [2, 48, 49, 82, 99] The role of parents in children with cognitive and motor developmental delays [ABK] is to support, monitor the environment closely and discipline the positive behavior of the child. [3, 40, 91] Physical development of the child on motor skills can be performed simultaneously in the form of drama, music and game in team form. [4] Group activities are also appropriate for learning through carnival activities because children jointly develop learning with free speech and gestures. [5,54] With children playing actively can build their flexibility control

over their sense of saturation and anxiety. [6] For children with free physical play is the basis of locomotor motor skills and objective control abilities. [7] Cultural art is also a source of children's play knowledge derived from forms of workshops, vocabulary processing and artistic concepts. [8] The art of music also plays a role for children to develop meaningful understanding, empathy and new musical creativity experiences. [9, 80]

The concept of children developing their potential in motor action is very appropriate to do with sports activities. [10,68] Sports play activities combined in Pencak Silat format in children can be done together because Pencak Silat teaches a sense of harmony, spiritual and beauty of motion. [11,88,98] The Principles of Playing Pencak Silat for Early Childhood (AUD) is just for fun. [12] Early childhood education is not only applied from the physical aspect but also to the spiritual aspect and understanding. [13,43,73,106,122] Character education combines growth patterns and the development of thinking power, strong feelings and motivation in children. [14,32,46,81] Major changes in the development of children are done by socializing as a child's media to develop the potential function of interaction skills self-solving problems. [15,29,116,124]

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The potential of self-management (responsibility, discipline) reflects an awareness of the role of religion and spiritual tradition as the main point. [16,60,85,103,125] Teachers are required to require the handling of higher religiosity in improving the potential of themselves against their students. [17,33,86,105] The ethical dimension of leadership constructed by the spiritual moral and ethical uniqueness of Islam has explained in detail the lead is part of the Islamic spiritual practice without distinction of religion. [18,62,87,99] Good quality education should be able to transform and implement the school's learning environment culture as a lesson. [19, 47,117] Placing normal children and children with special needs at the regular school as equal rights in obtaining a full education with the aim that children are able to socialize well. [20,90,104] Thomas Lickona stated that discipline plays an important role in helping ways of thinking and developing respect for others. Lev Vygotsky says teachers' guidance as children play and work with friends will be to form concepts in teamwork to make it easier to achieve their goals.

According to Conny's opinion, the creative potential that children have since born directly has the awareness to anticipate problems that exist in the future. [30] Playing as a recreational activity is an important part of learning exploration in which children can develop their thinking and action. [34, 111] The child must be taught early on how to develop and master himself through experience, observation and understanding of emotions. [36,112,135] According to Yufiarti's opinion of success in developing the right self-skill when facing three elements namely: speed, complexity and uncertainty in this modern age as practical knowledge. [37] With the help of technology on communication can improve social skills [reading, writing, math, movement] in everyday life. [39] In improving the potential of children in the present era required the appropriate and effective methods. The use of technology is necessary to apply to learning as a useful method of improving children's skills but more intensive supervision of parents and teachers is required. Supervision is done as children easily access everything through the internet so that children less activity and socialize. Thus, learning through play should be done in early childhood because play has a direct impact on early childhood in direct self-exploration where the child can develop thinking power, actions and be able to develop himself through experience, observation and emotional reinforcement.

Relevant Research

1. Development of spiritual character in early childhood developed through Pencak Silat (reading prayers and pledges at the beginning and end of marching activities, waiting turn, helping friends, playing in groups) and habituation of patience, respect and cooperation (schooling and at home). [13]

2. The process of developing the spiritual character of Early Childhood creates new creations of Pencak Silat accompanied by Padungdung music and National Compulsory Song (Maju Tak Gentar, Bendera Merah Putih and Garuda Pancasila) that instill the attitude of Nationalism to realize the unity and unity of the nation. [9]

3. The formation of more specific characters in developing the spiritual character that is in accordance with the philosophy of practice of Pancasila principles, namely: 1. Conduct a religious attitude of patience, Conduct moral attitude of respect, Perform Creative attitude in cooperation and Five pillars of character education Pencak Silat (Takwa, Tanggung, Response, Tangguh, Trengginas) through Carnival "Indonesian Culture", Motion & Song variations in the drama of "Love the Homeland" as well as Motion & Song variations in the drama of leadership drama of "The Hero of Diponegoro". [14]

4. Fundamental moral-spiritual education that includes cognitive, affective, psychomotor and simple technological aspects with the media: bucket, band drumstick, Kendang Ganda and discussion of the rules of gadget restrictions. [2]

5. Implementation of spiritual character in Early childhood based on respecting Children with Special Needs (ABK) with play approach. [42]

6. Strategy of learning through Pencak Silat in forming the character of Early Childhood can be obtained with art, traditional culture including attitude, knowledge (scientific) and skill (creative) through playing together and discussion of gadget limitation rules. [40]

7. The educational environment not only focuses on the development of normal children but also in Children with Special Needs (helping friends). [16]

8. Learning and growth through communication and discussion process and physical activity by teachers and parents of children through Playing Pencak Silat. [17]

9. The concept of Islamic leadership to the AUD in the dimension of patience, respect and cooperation, through alternating discussions chooses activity leaders. [18]

10. Integrate Pencak Silat format using simple technological instrument (Double Band, Drum Band, Bucket, Red and White Flag) through Carnival, Motion & Song with variations of Drama. [11]

11. The method has been used not only through the element of Pencak Silat activities but also supported by breathing and focus (eye contact), the attacking movement so as not to be impressed hard and roughly replaced sowing, eradicating pests, harvesting and selling then technique of formation of attitude and movement through Carnival "Indonesian Culture", Motion & Song variations in the drama of "Love the Homeland" as well as Motion & Song variations in the leadership drama of "The Hero of Diponegoro". [12]

12. Formal education of regular children can not be given thoroughly but can be synonymous with Children with Special Needs through vocal introduction, sensory figures

[patience to practice together, help friends, always work together, walk around school, practice in the morning sun, line-marching, counting, running / moving heating, breathing exercises in every movement, eye contact following movement, verbal music, hit with simple technology]. [20]

13. Special Needs Education can be synchronized and supported by the roles of all parties (parents, teachers, friends) by teaching the mind and body mind, balance with breathing exercises and eye contact through vocal play, consonants, figures, senses (walks in school environments, practice in the morning sun, line-marching, counting, running / moving heating, breathing exercises in every movement, eye contact following movement, verbal music, hitting with simple technology). [3]

Muhamad Rosdi Senam has expressed that the concept of leadership in the Early Childhood focuses more on togetherness through discussion activities to choose the leader of the activity. The problems faced by the children need appropriate and effective methods, the success of learning in kindergarten is strongly influenced by the habituation and the process of interesting learning activities. As the above description is based on the results of the assessment and direct field observation in the Nurul Aulia kindergarten Depok there were 76% of children group B that showed the value of characters was less satisfactory. This can be known by the number of

children who have not: (1) Showing patience in line-marching, (2) Respecting others, (3) Want to work with groups. From the above background, the researchers will conduct research with the title, "The Playing Learning of Cheerful Pencak Silat in Group B of kindergarten Nurul Aulia Depok".

2. Method

2.1 Participants

Implementation of learning to develop Play group Pencak Silat children B in Nurul Aulia kindergarten which is a kindergarten addressed at Jl. Prof. Lafran Pane Gg H Martan no. 54 Kel. Tugu, Kec. Cimanggis, Depok City. This kindergarten is a kindergarten under the Nurul Aulia Foundation which was founded in 2000.

2.2 Procedure and Instruments

Approach design action action research model, choose using Kemmis and Mc. Tagart [21] [22] because the stages focus on certain activities so that in the implementation of the research becomes easy and begins with the planning first then the action, the observation then reflects on the findings that have been done and involve participants to improve the practice of learning.

Table 1. Grid Instruments of Playing Cheerful Pencak Silat in Group B of Kindergarten Nurul Aulia Depok 2017

No	Aspect	Indicator	Initial Item Number	Unused Number	Valid Number	End Item Number
1	Performing a Patient Religious Attitude	1. Conduct a patient attitude of marching line activities	1.15	-	2	1.9
		2. Conduct patience to follow activities to completion	2.16	1	1	2
		3. Conduct patience to follow cultural arts activities	3.17	1	1	3
		4. Conduct patience to understand against friends Children Special Needs (ABK)	4.18	-	2	4.10
		5. Knowing and trusting God through His creation (Takwa)	5,19,29	3	-	-
		6. Love the Homeland (Takwa)	6,20,30	3	-	-
2	Conducting a Moral Attitude of Respect	1. Understanding sensitive behavior (Response)	7,21,31	3	-	-
		2. Understanding gratitude and patience (Tangguh)	8,22,32	3	-	-
		3. Respect your neighbor	9.23	-	2	5.11
		4. Demonstrate respect for the environment	10.24	1	1	6
3	Doing Creative Ethics Attitudes Cooperate In Solving Problems	1. Act to obey the rules, firm (Tanggung)	11,25,33	3	-	-
		2. Acting actively in self-development (Trengginas)	12,26,34	3	-	-
		3. Create a common order in solving problems creatively	13.27	1	1	7
		4. Create creative concepts works in groups of activities	14.28	-	2	8.12
AMOUNT			34	22	12	12

Data Collection Methods: 1) Observation, 2) interview and 3) Documentation
Data Collection Tools: 1) Observation Sheet, 2) Interview Guides and 3) Camera

Also explained by Handini who stated that qualitative basic research aims to produce a way of solving the problems that are needed in early childhood education and prove hypotheses or theories that apply in general. [38]

The steps to improve the spiritual character through the activities of Pencak Silat children in the cycle are:

- a. Planning (Planning)
- b. Stages of Action Implementation (Acting)
- c. Observation of Action (Observing)
- d. Reflection Action (Reflecting)

The design of Pencak Silat Play cycle consists of motion activities that contain art and culture elements of pencak silat, drama, motion and song in the form of teams with the theme: My country with sub themes of Culture, Coat of State and Hero are:

1. Determining the purpose of Playing Pencak Silat, which aims to improve the spiritual character of patience, respect and cooperate to help friends in the meeting cycle I-III.
2. Determining the Playing of Pencak Silat includes: child-centered, conceptual, competence and developmental dimension, character formation, appropriate developmental stage, according to child's learning, integrative holistic, through play, build learning experience, socio-cultural context, then researcher cooperated with kolabolator explore in various activities ending with the top of the theme.
3. Researchers form methods to explore and improve the creativity of children and empathy to help friends, care about the environment, foster leadership and know good and bad things on the use of gadgets and generate a sense of nationalism based on potential, both for Early Childhood (AUD) and Children with Special Needs (ABK) through Playing Pencak Silat.
4. Determine the syntax of Pencak Silat learning model in every cycle, as for the stages as follows: know the good & bad character, know the history of Indonesia, understanding the role and character of the child so that children can be creative in Play Pencak Silat with environmentally friendly media and simple technology through the "Cultural Carnival of Indonesia", Motion & Song variations in the drama of "Love the Homeland" as well as Motion & Song variations in the drama of leadership drama of "The Hero of Diponegoro".
5. Prepare learning steps, namely the process of making lesson plans, steps are made and prepared by researchers, collaborators for teachers easy in the implementation of innovative learning process.

3. Results

Learning to Play Pencak Silat

There are several stages of Playing Pencak Silat, among others:

1. Accompanied by the Garuda Pancasila National song the light front horses movement variations of hand moves require concentration while walking in rows from one place to another that cultivate a sense of patience, instill a peer appreciative attitude and enhance a sense of nationalism.
2. Accompanied by traditional Padungdung music and national songs Red and White Flag & MajuTak Gentar through direct practice of respectful attitude of variation running, jumping, bending, walking zigzag, rolling, circle floor pattern and U pattern and utilizing the five senses, inculcate the habit in the playing procedure directed to the formation of an attitude of respect for the leader of the activity, helping friends, cause a sense of pleasure.
3. Habits to solve problems, be respectful of heroes, cultivate a respectful attitude and Love the Homeland indirectly actively develop problem-solving ability to achieve success in the future, is the formation of mutual help of friends in cooperation.

4. Discussion

4.1 Conclusions and Implications

The process of conducting learning to Play cheerful Pencak Silat, with the following stages:

Cycle I

- 1) Children patiently lead the marching activities
Stages of activities:
 - a) Discuss the choice of the activity leader
 - b) One of the children leads a marching line
 - c) Leaders read prayers, pledges followed by warming up activities.
 - d) The teacher observes the child who is the leader of the activity and the children he leads.
- 2) Children patiently follow the activities to completion
Stages of activities:
 - a) Teacher gives breathing direction through Attitude of prayer, Respect, Upright attitude, Attitude ready, Right front horse, Front left horses, Right side horses, Left side horses and Attack / Bribe Movement (with term Sowing, Disinfecting, Harvesting, Selling)
 - b) The child performs breathing activities through the attitude of prayer, the attitude of respect, the attitude upright, according to the direction of the teacher.
 - c) Teachers make observations to know the child can be patient and keep the spirit to do activities to completion.
- 3) Children patiently follow the arts and cultural activities
Stages of activities:
 - a) Teacher gave direction Pencak Silat movement with Padungdung music and national song of Garuda Pancasila

b) Children can follow the cultural arts activities Pencak Silat movement with Padungdung music and national songs Garuda Pancasila patiently

c) Teachers see the expression of each child in doing Pencak Silat activities with Padungdung music and national songs Garuda Pancasila

4) Children patiently practice over and over together with children with special needs

Stages of activities:

a) The teacher briefs the sounds of Kendang and Gong by using a spoken voice to practice Verbal Music (Pak, Tung, Ting, Pak, Tupak, Tu, Ting, Keng) with ABK friends and help repeatedly with volunteers

b) Children help their friends and patiently practice Verbal Music (Pak, Tung, Ting, Pak, Tupak, Tu, Ting, Keng) repeatedly

c) The teacher observes whether all children are able to practice repetitive Verbal Music to help their crew friend

5) Children respect each other mutual help friends

Stages of activities:

a) Teachers invite children to help each other's friends do not precede each other's turn.

b) Children are able to respect their friends not to precede each other's turn

c) The child is able to do the activities happily help friends

6) Children can appreciate the environment

Stages of activities:

a) The teacher invites children to observe the surrounding natural environment (movement of sowing, eradicating pests, harvesting and selling) with media drum band sticks

b) Children appreciate the environment with (the movement of sowing, eradicating pests, harvesting and selling) with the media drum band sticks

c) Teachers observe children who are able to appreciate the environment by smoothing media activities before and after

7) Children can maintain the order that has been agreed together (self control)

Stages of activities:

a) The teacher invites discussion of good and bad things using gadgets

b) Children can obey and maintain the agreed order by preferring to play together

c) The teacher observes and asks whether the child is able to maintain the order either in school or at home.

8) Children happy with the group can be creative in using environmentally friendly media

Stages of activities:

a) Teachers show movements beat drum bands with variations Movement of attacks with terms that are child friendly such as Sowing, Disinfecting, Harvesting and Selling

b) Children practice activities that have been exemplified by the teacher and discuss with the group

c) Teachers observe children play actively with their friends in group activities

9) Children patiently engage in marching activities

Stages of activities:

a) Teacher directs the importance of discipline to marching-line activities that fosters patience in activities

b) The child follows the activity with pleasure

c) The teacher looks at the facial expressions of each child when the line-marching activity

10) The child patiently reminds a special grabbing friend who has not known the time

Stages of activities:

a) The teacher gives an example of every movement attitude with a count of taking a breath and exhaling to be more focused and rilex

b) The child is able to remind his friend to do the activity of taking a breath and exhaling with a matter of time

c) Teachers observe children who can help their friends

11) Children respect each other to help friends with special needs

Stages of activities:

a) The teacher gives direction to the importance of respecting the friend of the crew. for example preventing when going to hit and forgive when he is hit or mocked

b) The child is able to respect the friends who specialize and understand the need

c) The teacher watches the children helping each other and reminds the special hit-hitting friend.

12) Children love to be with active creative groups using simple technology media

Stages of activities:

a) Teacher gives guidance to play drum band variation of floor pattern 3 berbanjar while walking with light front horses as well as variation of movement, one child carrying the symbol of Garuda Pancasila.

b) Children work together in activities using simple technology

c) The teacher observes the child's cooperation.

Cycle II

1) Children patiently lead the marching activities

Stages of activities:

a) Discuss the choice of the activity leader

b) One of the children leads a marching line

c) Leaders read prayers, pledges followed by warming up activities.

d) The teacher observes the child who is the leader of the activity and the children he leads

2) Children patiently follow the activities to completion

Stages of activities:

a) Teacher gives breath direction through Attitude, Respect, Upright attitude, Ready Preparedness, Right

Front Horses, Left Front Horses, Right Side Horses, Left Side Horses and Attack / Bribe Movements (with term sowing)

b) Child performs breathing activities through Prayer, Respect, Upright Attitude, Ready Preparedness, Right Front Horses, Left Front Horses, Right Side Horses, Left Side Horses and Attack / Bribe Movements (with term sowing)

c) Teacher makes observations to know the child can be patient to do activities to completion

3) Children patiently follow the arts and cultural activities

Stages of activities:
a) Teacher gives the direction of Pencak Silat movement with Padungdung music and national song of Red and White Flag.

b) Children can follow the cultural arts activities of Pencak Silat movement with Padungdung music and the national song of Red and White Flag patiently.

c) Teacher sees the expression of each child in doing Pencak Silat activities with Padungdung music and national songs Red and White Flag.

4) Children patiently rehearsed with friends with special needs.

Stages of activities:

a) The teacher gives the sound of the drum sounds and gong using the sound of the mouth to practice Verbal Music (Pak, Tung, Ting, Pak, Tupak, Tu, Ting, Keng) with ABK friends and help repeatedly with voluntary variations of foot position Kuda- the middle horse and the left hand are straight holding the bucket as well as the right hand straight hitting the bucket.

b) Children help their friends and patiently practice Verbal Music (Pak, Tung, Ting, Pak, Tupak, Tu, Ting, Keng) repeatedly.

c) The teacher observes whether all children are able to practice repetitive Verbal Music to help their crew friend

5) Children respect each other mutual help friends

Stages of activities:

a) The teacher invites the child to help each other friends not to precede each other's turn by pairing the stick and then take turns bending motion as a respectful attitude then make the line followed by the next sequence.

b) Children are able to respect their friends not to precede each other's turn

c) The child is able to do the activities happily help friends

6) Children can appreciate the environment

Stages of activities:

a) The teacher invites the child to observe the surrounding natural environment (the movement of sowing, eradicating pests, harvesting and selling) with the media drum band sticks then jumping motion, sitting jengkeng and hitting the bucket with drumsticks

b) Children appreciate the environment with (movement of sowing, exterminating pests, harvesting and selling) with media drum band sticks then jumping motion, sitting jengkeng and hitting bucket with drumstick

c) Teachers observe children who are able to appreciate the environment with the movement of sowing,

eradicating pests, harvesting and selling with the media drum band sticks then jumping motion, sitting jengkeng and hitting the bucket with a drumstick.

7) Children can maintain the order that has been agreed together (self control)

Stages of activities:

a) The teacher invites discussion of good and bad things using gadgets

b) Children can obey and maintain the agreed order by preferring to play together

c) The teacher observes and asks if the child can keep the order either in school or at home.

8) Children happy with the group can be creative in using environmentally friendly media

Stages of activities:

a) The teacher gives a zig zag walk, rotates while moving the red and white flag from the right hand to the left hand in turn with respect.

b) Children respect each other in zig zag walking, spin while moving red and white flags from right hand to left hand in a respectful manner.

c) The teacher observes the child's cooperation

9) Children patiently engage in marching activities

Stages of activities:

a) Teacher directs the importance of discipline to marching-line activities that fosters patience in activities

b) The child follows the activity with pleasure

c) The teacher looks at the facial expressions of each child when the line-marching activity

10) Children patiently remind friends of crew who do not know the time

Stages of activities:

a) The teacher gives an example of every movement attitude with a count of taking a breath and exhaling to be more focused and rilex

b) The child is able to remind his friend to do the activity of taking a breath and exhaling with a matter of time

c) Teacher observes children who can help their friends

11) Children respect each other to help a special needs friend

Stages of activities:

a) The teacher gives direction to the right foot raised, hands Respect to exercise balance and habitually respect the drama dialogue "Red and White Flag is The Flag of My Country" "Love the Homeland of Indonesia" as well as the importance of respecting the special rival friend and helping him.

b) The child is able to do The position of the right foot is raised hands Respect to exercise balance and honor the dialogue of the drama "Flag Merah Putih" "Flag of my Country" "Love the Homeland of Indonesia" as well as the importance of respecting friend with special needs and help them.

c) The teacher observes the children helping each other and reminds a special-needs friend who likes to hit.

12) Children love to be with active creative groups using simple technology media

Stages of activities:

a) The teacher invites the child to help each other friends not to precede each other's turn by pairing the stick and then take turns bending motion as a respectful attitude then make the line followed by the next sequence. The child jumps and forms Jengkeng Attitude and hits Kendang Ganda

b) Children are able to respect their friends not to precede each other

c) Teacher observes children doing activities happily helping friends

Cycle III

1) Children patiently lead the marching activities

Stages of activities:

a) Discuss the choice of the activity leader

b) One of the children leads a marching line

c) Leaders read prayers, pledges followed by warming up activities.

d) The teacher observes the child who is the leader of the activity and the children he leads

2) Children patiently follow the activities to completion

Stages of activities:

a) Teacher gives breathing direction through Attitude of prayer, Respect, Upright attitude, Attitude ready, Right front horse, Front left horses, Right side horses, Left side horses and Attack / Bribe Movement (with Seeding terms)

b) The child performs breathing activities through the attitude of prayer, respect, upright attitude, ready attitude, right front horses, left front horses, right-side horses, left-sided horses and Attack / Bribe Movements (with Seeding terms)

c) Teacher makes observations to know the child can be patient to do activities to completion

3) Children patiently follow the arts and cultural activities

Stages of activities:

a) Teacher gives direction Pencak Silat movement with Padungdung music and National song Tak Gentar

b) Children can follow the cultural arts activities Pencak Silat movement with Padungdung music and National songs Tak Gentar with patience

c) Teacher sees the expression of each child in doing Pencak Silat activities with Padungdung music and the song National Forward Tak Gentar

4) Children patiently rehearsed with friends of ABK

Stages of activities:

a) The teacher gives the sound of drumming and gong sounds using the sound of the mouth to practice Verbal Music (Pak, Tung, Ting, Pak, Tupak, Tu, Ting, Keng) with ABK friends and help repeatedly with volunteer variations of the horse's feet position- middle horse and straight hand hitting bucket

b) Children help their friends and patiently practice Verbal Music (Pak, Tung, Ting, Pak, Tupak, Tu, Ting, Keng) repeatedly

c) The teacher observes whether all children are able to practice repetitive Verbal Music to help their crew friend

5) Children respect each other mutual help friends

Stages of activities:

a) The teacher invites the child to help each other's friends, not to precede each other's turn by pairing the stick and then take turns Movement bends as a habit of respect and then make the sequence followed by the next sequence.

b) Children are able to respect their friends not to precede each other's turn

c) The child is able to do the activities happily help friends

6) Children can appreciate the environment

Stages of activities:

a) The teacher invites children to observe the surrounding natural environment (movement of sowing, eradicating pests, harvesting and selling) with media drum band sticks

b) Children appreciate the environment with (the movement of sowing, eradicating pests, harvesting and selling) with the media drum band sticks

c) Teachers observe children who are able to appreciate the environment by smoothing media activities before and after

7) Children can maintain the order that has been agreed together (self control)

Stages of activities:

a) The teacher invites discussion of good and bad things using gadgets

b) Children can obey and maintain the agreed order by preferring to play together

c) The teacher observes and asks whether the child can maintain good order at school or at home.

8) Children happy with the group can be creative in using environmentally friendly media

Stages of activities:

a) The teacher gives a zig zag walk, rotates while moving the flag (4 colonial flag and 8 red and white flag children) from the right hand to the left hand in turn with respect.

b) Children respect each other in zig zag activities while moving the flag from the right hand to the left hand in turn with respect.

c) The teacher observes the child's cooperation

9) Children patiently engage in marching activities

Stages of activities:

a) Teacher directs the importance of discipline to marching-line activities that fosters patience in activities

b) The child follows the activity with pleasure

c) The teacher looks at the facial expressions of each child when the line-marching activity

10) Children patiently remind friends of crew who do not know the time

Stages of activities:

a) The teacher gives an example of every movement attitude with a count of taking a breath and exhaling to be more focused and rilex

b) The child is able to remind his friend to do the activity of taking a breath and exhaling with a matter of time

c) Teachers observe children who can help their friends

11) Children respect each other to help friends with special needs

Stages of activities:

a) The teacher guides the dialogue of the drama of Hero Leadership Diponegoro with the middle horses of the Invaders (P): "who who" (front horses movement), Diponegoro (D): "my knights", P: "you bend" D: "can not" (outward cushion), P: "Attack! Attack!" (Attack movement), D: "forward" (spouse movement, slash attack). The colonial troop moves in position with the Diponegoro troop then rolls over and sits jengkeng while saying "surrender". Diponegoro troops jumped forward parallelogram while lifting one foot, advanced zig zag "the invaders had vanished" "merdeka" "takbir" "Allahu Akbar".

b) The child is able to hold drama dialogue of Leadership Pahlawan Diponegoro as well as the importance of respecting friends with special needs and helping him.

c) The teacher watches the children helping each other and reminds the special friend to keep up the spirit.

12) Children love to be with active creative groups using simple technology media

Stages of activities:

a) The teacher invites the child to help each other friends not to precede each other's turn by pairing the stick and then take turns bending motion as a respectful attitude then make the line followed by the next sequence. The child jumps and forms Jengkeng Attitude and hits Kendang Ganda

b) Children are able to respect their friends not to precede each other

c) Teachers observe children able to do activities happily help friends

Playing Pencak Silat can improve the Spiritual Character has been significantly tested by using T test. Pencak Silat Playing (a combination of fine and coarse motor coordination supported by the art of breathing, high focus, verbal music, traditional music and national anthem) can be used in kindergarten Inclusion is being incessantly programmed by the Government. Playing Cheerful Pencak Silat (Carnival, Motion & Song of Drama Variations, Fun Cooking), Special Needs Children Therapy, Character of Love Homeland. The implications of this research are to support 4C which is currently required to be controlled by Early Childhood by 2020, namely Creativity, Ability to work collaboratively.

4.2 Strengths and limitations

Strength / Novelty

1. Playing Cheerful Pencak Silat (Carnival, Motion & Song variations Drama, Fun cooking). The method used is not only through the element of Pencak Silat but is supported by respiration and focus (eye contact), the attacking movement so as not to be impressed hard and roughly replaced sowing, eradicating pests, harvesting and selling then technique of forming attitude and movement through Carnival "Indonesian Culture", Motion & Song variations in the drama of "Love the Homeland" as well as Motion & Song variations in the drama of leadership

drama of "The Hero of Diponegoro". [14]. Integrate Pencak Silat format using simple technological instrument (Double Band, Drum Band, bucket, Red and White Flag) through Carnival, Motion & Song with Drama variations. [11] Playing Pencak Silat is just a medium to develop patience, respect and cooperation through a creative, fun and disciplined play process rather than self-defensiveness.

2. Special Needs Children Therapy. Formal education in regular children can not be given as a whole but can be synchronized with the Children with Special Needs through vocal introduction, sensory figures (patience training together, helping friends, always working together, school walks, training in the morning sun, marching, counting, running / moving heating, breathing exercises in every movement, eye contact following movement, verbal music, hit with simple technology). [20] Children with Special Needs Education can be equalized and supported by the roles of all parties (parents, teachers, friends) by teaching the mind and body mind, balance with breathing exercises and eye contact through vocal play, consonants, figures, senses (walks in school environments, practice in the morning sun, line-marching, counting, running / moving heating, breathing exercises in every movement, eye contact following movement, verbal music, hitting with simple technology) 3] Therapy in Children with Special Needs is done to train children to be able to actively adaptive and behave according to existing ethical norms through some activities given, the child will have the ability to communicate, manage ability, have confidence, academic ability and abstract thinking ability and positive reasoning

3. Character of Love Country. The process of developing the spiritual character of Early Childhood creates new creations of Pencak Silat accompanied by Padungdung music and National Compulsory Song (Maju Tak Gentar, Bendera Merah Putih and Garuda Pancasila) that instill the attitude of Nationalism to realize the unity and unity of the nation [9]. The formation of more specific character in developing the spiritual character that is in accordance with the philosophy of practice of Pancasila principles, namely: 1. Conduct a religious attitude of patience, Conduct moral attitude of respect, Perform Creative attitude in cooperation and Five pillars of character education Pencak Silat (Takwa, Tanggon, Tangguh, Trengginas) through Carnival "Indonesian Culture", Motion & Song variations in the drama of "Love the Homeland" as well as Motion & Song variations in the drama of leadership drama of "The Hero of Diponegoro". [14] The character of love of the homeland is very important to be implanted to children from an early age so as the next generation of nations that can realize attitudes and behaviors that benefit the interests of the nation and avoid things that can damage the norms and ethics of Indonesian culture by knowing national heroes, national songs and patriotism.

Limitations

1. Implementation Playing Pencak Silat Ceria was performed in open space in the morning so that children can be directly exposed to the morning sun which is very useful (for vitamin D, set the mood of positive thinking, improving blood circulation) but sometimes the rainy weather made the activities carried out in the classroom.
2. Some children have felt sick so unable to follow the activity.

4.3 Suggestions

Having known the results of research and discussion, then there are some suggestions for kindergarten teachers and others, among others as follows:

1. It is expected that the Pencak Silat Pencak Silat learning should be packed in such a way as to not create the impression of violence or hostility but made to arise the feeling of pleasure in the child and also must pay attention to the principle factor of choosing the type of educational game that is spiritual character.
2. The learning model of playing cheerful Pencak Silat is one of the learning media to create a happy and cheerful atmosphere so that children unwittingly have received pencak silat learning even in game form. Pencak silat learning is delivered in Early Childhood as an effort to support the growth process of the character, potential, interest and talent of the children affectively, cognitively and psychomotorically.

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