



Development of Pencak Silat Learning Model Based on Local Wisdom for Character Building of Students in SB Hulu Langat Selangor, Malaysia

Jamaludin^{1*}, Oman Hadiana², Hana Astria Nur³, Tio Heriyana⁴, Ribut Wahidi⁵,

^{1,2,3,5}Physical Education Health and Recreation, Universitas Muhammadiyah Kuningan, Indonesia

⁴Mathematics Education, Universitas Muhammadiyah Kuningan, Indonesia

*Corresponding Author: Jamaludin, e-mail: malzhijisalapantilutilu@gmail.com

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Abstract

Study purpose. Developing a local wisdom-based pencak silat learning model for character building in SB Hulu Langat students, Selangor, Malaysia. This study aims to develop a local wisdom-based pencak silat learning model that is effective in instilling character values in Sanggar Bimbingan (SB) Hulu Langat students, Selangor, Malaysia. This learning model is designed to integrate local wisdom values such as religiosity, discipline, hard work, and responsibility with an innovative and contextual learning approach.

Materials and methods. This study uses a research and development (R&D) method with the ADDIE model. The subjects of the study were senior students at SB Hulu Langat. Data were collected through questionnaires, interviews, and observations, then analyzed quantitatively and qualitatively.

Results. The results showed that the local wisdom-based pencak silat learning model developed was proven to be valid, practical, and effective in instilling character values in students. This model not only improves students' physical skills in pencak silat, but also significantly strengthens their character in terms of religiosity, discipline, hard work, and responsibility.

Conclusion. This study provides an important contribution to the development of local culture-based learning methods that are relevant to the needs of modern education, as well as being a strategic solution to integrate pencak silat learning with student character building in a multicultural environment. Because this study only focuses on certain character values, namely religious, disciplined, hard work, and responsible, it is hoped that further researchers can develop other aspects of character assessment that are also important in the context of multicultural and global education. This study is important for student character education and also preserves local wisdom.

Keywords: Learning Models, Pencak Silat, Tapak Suci, Local Wisdom, Character Education

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Introduction

Pencak silat is a cultural heritage that has artistic, sporting value, as well as a medium for character formation (Dhanireksa, Ramadhana Sonjaya, & Hermawan, 2023). As a traditional martial art, pencak silat contains local wisdom which is rich in moral, ethical and spiritual values, so that it can be an effective means of forming students' character (Riska Julia et al., 2022). The application of pencak silat values is not only relevant in the cultural context of Indonesia, but also in various other countries, including Malaysia, which have historical and cultural ties with pencak silat. Preserving local wisdom such as pencak silat has an important role in maintaining cultural identity amidst globalization (Poppy et al., 2022). Pencak silat not only functions as cultural heritage, but also as a medium for teaching noble values such as discipline, responsibility and courage. Learning based on local wisdom is able to increase students' awareness of their cultural values, strengthen their sense of nationality, and support character formation (Faiz & Soleh, 2021).

In the educational context, found that the application of traditional martial arts such as pencak silat in Malaysia not only improves students' physical skills, but also strengthens moral and ethical values (Hidrus, Kueh, Arifin, Konter, & Kuan, 2020). This is important, especially in multicultural schools, where local wisdom can be a bridge to build intercultural tolerance and understanding (Ruswinarsih et al., 2023). Pencak silat needs to be preserved as an intangible cultural heritage by UNESCO because it has universal values that reflect cultural identity, harmony and diversity. As cultural heritage, pencak silat not only reflects the local wisdom of a community, but also strengthens social cohesion in a multicultural society. Pencak silat plays an important role in building a sense of solidarity and unity, especially in culturally diversified societies (Jamaludin et al., 2024).

Apart from that, pencak silat has a spiritual dimension that teaches universal values, such as mutual respect, discipline and self-control. This dimension makes pencak silat relevant not only as a martial art, but also as a tool for character education (Pitri Arisandi et al., 2022). UNESCO as an international institution that focuses on cultural preservation can help ensure the sustainability of pencak silat in facing the threats of modernization and globalization. Furthermore, preserving pencak silat through UNESCO recognition also supports the preservation of world cultural diversity (Rachman et al., 2021). International recognition of local cultural heritage can increase the global community's appreciation of the uniqueness of these traditions and encourage the involvement of the younger generation in preserving them. However, challenges in preserving pencak silat as local wisdom remain (Juwandi, 2022). Previous research has mostly focused on the application of pencak silat in Indonesia, while adaptation for international contexts such as in Malaysia is still minimal. Therefore, developing culturally and contextually relevant learning models is an urgent need to ensure the sustainability of pencak silat as a means of building student character (Firman Syah & Januardi Irawan, 2023).

Previous research shows the benefits of learning based on local wisdom, but there has been no specific model designed for schools such as Sanggar Bimbingan (SB) Hulu Langat, Selangor, Malaysia. This research aims to fill this gap by developing a pencak silat learning model based on local wisdom that not only emphasizes technical skills, but also cultural values and character.

This research gap shows the need to develop a pencak silat learning model based on local wisdom that is relevant to the needs and context of students in SB Hulu Langat. At this school, students face the challenges of globalization which tends to erode traditional values and moral character. In this context, pencak silat has the potential to be a solution to strengthen cultural identity while instilling student character, such as discipline, respect and responsibility (Dwicahya Nandana, Maksum, & Priambodo, 2020).

This research offers novelty in the form of developing a pencak silat learning model based on local wisdom that is designed contextually for SB Hulu Langat, Selangor students. This model is not only oriented towards technical skills, but also towards the cultural values and character contained in pencak silat. Thus, this research not only contributes to the development of local wisdom-based educational theory, but also provides practical solutions in building student character in a multicultural environment like Malaysia.

Materials and methods

Study participants

Describe The subjects of this research were upper class students who were members of Sanggar Bimbingan (SB) Hulu Langat, Selangor, Malaysia. The total number of participants was 96 students, consisting of 34 class IV students, 31 class V students, and 31 class VI students. These students are Indonesian citizens who live in Malaysia under the auspices of the Indonesian School Kuala Lumpur (SIKL) and the Education and Culture Attaché (Atdikbud) of the Indonesian Embassy (KBRI) in Kuala Lumpur.

Study organization

This research uses research and development methods (Research & Development) with the ADDIE model. The ADDIE model consists of five main stages, namely Analysis, Design, Development, Implementation, and Evaluation, which are designed to produce an effective learning model that meets need (Sugiyono, 2015). The design of the Tapak Suci pencak silat training model based on local wisdom was designed based on the results of a needs analysis. The previous training model is explained and the local wisdom model development model is presented in the following table 1.

Table 1. Research Design

Previous Tapak Suci Pencak Silat Training Model	Tapak Suci Pencak Silat Training Model Based on Local Wisdom
A. Organizational Tapak Suci Tradition Martial Aspect Tapak Suci as a Martial Arts Organization	A. Organizational Tapak Suci Tradition Martial Aspect Tapak Suci as a Martial Arts Organization
B. Al Islam Aqidah and Ahklak Worship	B. Al Islam Aqidah and Ahklak Worship
C. Physical Education 12 Basic Kicks Practical Techniques Physical and Mental Development	C. Physical Education 12 Basic Kicks Practical Techniques Physical and Mental Development
D. Evaluation Level Up Exam	D. Local Wisdom Moral Values (Behave politely and care by getting Ethics (behaving respectfully towards others) Spiritual (asr prayer in congregation used to saying sorry, excuse me and thank you in every training activity) after carrying out the exercise)
	E. Evaluation Level Up Exam

The research instrument we used was a Character Education questionnaire which consisted of several indicators according to the characteristics of pencak silat, including; 1) religion, 2) discipline, 3) hard work, and 4) responsibility. We gave the questionnaire to respondents in the form of a Likert scale with five answer choices. Our research instrument is presented in the following [table 2](#):

Table 2. Pencak Silat Character Education Research Instrument

Variable	Indicator	Sub Indicator
Character Building	Religious	1. Carry out worship according to religious teachings
		2. Implementing religious values in social behavior
	Discipline	1. Comply with school rules and regulations
		2. Come on time to school and practice pencak silat
	Hard Work	1. Try to complete the task even though you face difficulties
		2. Try to find solutions to problems faced while studying
	Responsibility	1. Complete work to assignments according to the specified time
		2. Demonstrate a trustworthy attitude in every action

The development stage not only aims to produce a valid and practical learning model, but also ensures that the model is effective in achieving learning objectives, namely instilling character values through pencak silat. Each stage of the procedure is designed to complement each other, starting from needs analysis to model evaluation, involving various parties, including educational, cultural and pencak silat experts, as well as teachers and students as implementation subjects. We present this research as follows :

1. Analysis Stage

This stage aims to identify the need for local wisdom-based pencak silat learning in SB Hulu Langat, Selangor. Analysis was carried out through observations, interviews with teachers and students, as well as literature reviews to understand the cultural context, student characteristics and learning objectives.

2. Design Stage

Based on the results of the analysis, an initial learning model design was developed. This stage includes the preparation of learning objectives, teaching strategies, as well as learning materials and activities that emphasize the integration of local wisdom values and the formation of student character.

3. Development Stage

At this stage, a prototype pencak silat learning model is designed and developed. The prototype includes learning guides, modules and relevant supporting media. Validation by educational, cultural and pencak silat experts was carried out to ensure the quality and suitability of the model.

4. Implementation Stage

The validated learning model is implemented at SB Hulu Langat. Implementation involves limited trials involving students and teachers to evaluate the effectiveness,

feasibility and achievability of learning objectives.

5. Evaluation Stage

The evaluation stage is carried out to measure the success of the learning model. Evaluation includes analysis of student learning outcomes, observation of the learning process, and feedback from teachers and students. The evaluation results are used to refine the model before being disseminated.

The ADDIE model was chosen because of its systematic and flexible approach, allowing the development of learning models that are contextual, effective, and appropriate to the needs of SB Hulu Langat, Selangor students.

Statistical analysis

This research uses a Research and Development (R&D) approach with the ADDIE model to develop a pencak silat learning model based on local wisdom which aims to instill character values in students. The following are the data analysis techniques used for each aspect of testing.

1. Test the feasibility of the model by material experts and practitioner experts

Feasibility testing is carried out to determine the extent to which the learning model meets relevant standards.

Instruments Used

Assessment questionnaire by material experts and practitioner experts, which includes aspects of the accuracy of the material content, relevance to learning objectives, and suitability to the local wisdom context.

Data Analysis Techniques

a. Quantitative Descriptive Analysis

- 1) The results of the questionnaire assessment are processed using the average score for each indicator.
- 2) Interpretation is carried out based on a Likert scale with categories: very feasible, feasible, quite feasible, not feasible, or very not feasible

b. Eligibility Criteria

A model is considered feasible if the average score of the indicators is in the "decent" category or above.

2. Model Practicality Test by Respondents (Students)

The practicality test aims to determine the extent to which the learning model can be applied in practice well by students.

Instruments Used

Questionnaire or practicality questionnaire that measures aspects of model clarity, ease of implementation, and student satisfaction with learning.

Data Analysis techniques:

a. Quantitative descriptive analysis

- 1) Data is calculated based on the average practicality questionnaire score.
- 2) Results are interpreted in categories: Very Practical, Practical, Fairly Practical, Not Practical, or Very Impractical.

b. Practicality criteria

A model is considered practical if the average score of an indicator is in the "Practical" category or higher.

3. Test the effectiveness of the model by respondents (students)

The effectiveness test aims to measure the success of the learning model in instilling student character.

Instruments Used:

Pre-test and post-test with a focus on changes in student behavior or character based on religious indicators, discipline, hard work and responsibility.

Data Analysis Techniques

a. Normalized Gain Test (N-Gain)

1) Measure the increase in results between pre-test and post-test using the formula :

$$\text{N-Gain} = \frac{\text{Maksimum Score} - \text{PreTest Score}}{\text{PostTest Score} - \text{PreTest Score}}$$

N-Gain Interpretation

High : > 0.70

Medium : $0.30 - 0.70$

Low : < 0.30

2) Statistical Test

Paired t-test to see the significance of the difference between pre-test and post-test scores

b. Success Criteria

The model is declared successful if it meets :

1) Eligibility test: "Decent" or higher.

2) Practicality test: "Practical" or higher.

Effectiveness test: N-Gain is at least in the "Medium" category and there is a significant difference based on the t-test.

Results

Pencak silat is a national cultural heritage that not only teaches physical skills but also contains noble values that can shape individual character. This research aims to develop a pencak silat learning model based on local wisdom, which is designed to instill character values in students at the Hulu Langat Boarding School, Selangor, Malaysia. The learning model developed integrates local wisdom values such as religiosity, discipline, hard work and responsibility, with an innovative and contextual learning approach. This is done to create learning that is not only relevant to local needs but is also able to build student character as a whole (Riska Julia et al., 2022).

This research involved three main stages: feasibility test, practicality test, and model effectiveness test. Feasibility testing involves experts and practitioners to ensure the validity of the model; Practicality testing is carried out by collecting student responses regarding the ease of implementing the model; while the effectiveness test focuses on changes in student behavior before and after using the model. The results of the research on the development of a Pencak Silat model based on local wisdom are as follows in [table 3](#).

Table 3. Results of Research on the Development of a Pencak Silat Model Based on Local Wisdom

Research Aspect	Description Test	Respondent	Criteria
Feasibility Test	Assessment by material experts and practitioners regarding the validity of the model	3 material experts, and 3 practitioners	The local wisdom-based pencak silat development model is valid/feasible
Practicality Test	Assessment by students and teachers of the practicality of the learning model	96 SB Hulu Langat Selangor students, and 2 teachers	Students and teachers gave positive feedback, stating that the practical model was used
Effectiveness Test	Comparison of student behavior before and after using the model	96 SB Hulu Langat Selangor students	The model shows an increase in positive behavior based on the indicators measured

Based on the explanation in [table 3](#) above, we can describe the feasibility/validity, practicality and effectiveness of developing a local wisdom-based pencak silat learning model in character building for SB Hulu Langat Selangor Malaysia students as follows:

1. Model Feasibility Test

The feasibility test was carried out by 3 material experts and 3 practitioners to assess the validity of the local wisdom-based pencak silat learning model. This model is declared valid and suitable for use in developing student character. This validation includes the relevance of pencak silat material with integrated local wisdom values.

2. Model Practicality Test

Praktikalitas The practicality of the model was tested through responses from 96 students and two teachers at SB Hulu Langat, Selangor, Malaysia. The students rated the ease of use and application of the model in everyday learning. Most students gave positive responses, stating that this model was practical to use, and supported a more effective learning process.

3. Test the Effectiveness of the Model

The effectiveness of the model is measured using pre-test and post-test methods, focusing on changes in student character based on four indicators: religiousness, discipline, hard work, and responsibility.

This research proves that the development of a pencak silat learning model based on local wisdom is effective in instilling character values in SB Hulu Langat students, Selangor, Malaysia. This model is not only feasible and practical, but also has a positive impact on the formation of student character.

The research results show that the learning model developed is considered valid, practical and effective. This model is able to make a significant contribution in instilling character values in students, so that it becomes a strategic solution for integrating martial arts learning with character building in the context of modern education. It is hoped that this research can become a reference for educators and educational practitioners in developing local culture-based learning methods that are relevant and beneficial for the formation of a generation with superior character.

Discussion

Briefly This research develops a pencak silat learning model based on local wisdom to instill character values in students of the Hulu Langat Guidance Studio (SB Hulu Langat), Selangor, Malaysia. The model development and evaluation process includes three main aspects: feasibility test, practicality test, and effectiveness test. The following discussion explains the research results in depth with support from previous relevant research.

The feasibility test was carried out by three material experts and three practitioners to assess the validity of the learning model. The assessment focuses on the suitability of pencak silat material with local wisdom values that are relevant to character development. The model successfully integrates local cultural values such as religion, discipline, hard work and responsibility with Tapak Suci pencak silat learning (Harefa et al., 2025). The model uses an approach that is relevant to the local context, so that it can facilitate effective learning. Research by (Prayitno et al., 2022) shows that education based on local culture can increase the relevance of learning and strengthen student character. (Jamilah Nur Baiti, Nadhifah Hanna Rosyidah, Tiara Nur Afidatul Isma, & Sayida Nafisah, 2024) also emphasized the importance of integrating local values in education to create a generation that is rooted in culture and ready to face global challenges (Wijanarko, 2021).

The results of research regarding the development of a pencak silat learning model based on local wisdom for character building for Hulu Langat Selangor Malaysia students show that the model has gone through a feasibility test by experts and practitioners. Based on their assessment, this model was declared feasible with several notes for improvement. This model combines the traditional values of pencak silat with the principles of modern pedagogy which focuses on building student character.

This learning model was designed by considering the local cultural context of Hulu Langat, which has the pencak silat tradition as part of its community identity. This is in accordance with local wisdom-based learning theory which emphasizes the importance of using local cultural elements as learning media (Laksana, 2024). The application of local wisdom in learning not only increases students' sense of pride in cultural heritage, but is also relevant in instilling moral values, such as courage, honesty and cooperation.

This research is in line with the character education theory put forward by (Masruroh, Pambudi, Aris, Ninasafitri, & Permana, 2022), which emphasizes that character education must include three main elements: moral knowing, moral feeling, and moral action. In the context of pencak silat, these three elements are realized through; 1) moral knowing, namely understanding the values contained in the pencak silat philosophy, 2) moral feeling, namely internalizing these values through routine training that involves discipline and respect for coaches, 3) moral action, namely implementing these values in everyday life, such as sportsmanship in competitions (Marini et al., 2021).

This model also integrates a collaborative approach between educators, pencak silat trainers, and local communities. This approach refers to constructivist learning theory (Suoth, Mutji, & Balamu, 2022), which emphasizes the importance of social interaction in the formation of knowledge and character. By involving local communities, students not only learn the technical skills of pencak silat but also understand the cultural meaning and social values attached to this tradition. Feedback from experts and practitioners shows that this model has great potential in forming student character. However, some of the suggestions given include adjusting the training duration to accommodate school schedules, adding more explicit material regarding certain character values, such as courage to face challenges, increasing training for trainers to be able to convey local wisdom values effectively.

This research confirms that developing a learning model based on local wisdom can be an effective solution in character education. In addition, this model shows that integration between cultural traditions and formal education can produce a positive impact on

strengthening student identity. With the support of character education theory, local wisdom-based learning, and constructivism, this pencak silat learning model makes a significant contribution in forming the character of Hulu Langat Selangor students. It is hoped that the implementation of this model can be an inspiration for the development of similar learning models in various other cultural contexts.

The results of research regarding the development of a pencak silat learning model based on local wisdom for character building for Hulu Langat Selangor Malaysia students show that the model is not only feasible but also practical based on the results of practicality tests. Practicality assessments were carried out by 96 students and 2 teachers, with results showing positive acceptance of this model. Respondents assessed that this learning model was easy to implement and relevant to students' needs in character building.

Most students stated that this learning model helped them understand character values through interesting and contextual activities. A local wisdom-based approach allows students to be more connected to learning material, as emphasized by constructivism theory (Suoth et al., 2022), which states that learning will be more effective if it is relevant to the students' experiences and environment. The pencak silat activities taught not only improve physical skills but also build attitudes of discipline, responsibility and cooperation.

Teachers provided positive feedback on the model, especially regarding its structure and flexibility. Teachers stated that the learning steps arranged in this model were easy to follow and could be adapted to various classroom situations. The experiential learning theory of also supports this finding, where learning through direct experience, such as pencak silat training, can help students internalize character values in depth.

In learning pencak silat based on local wisdom, character values such as religious aspects, discipline, hard work and responsibility are explicitly taught through movement philosophy and group activities. This is in accordance with the character education theory, which emphasizes the importance of integrating moral values into every aspect of learning (Sari, Warni, & Arifin, 2024). The results of this practicality test show that the local wisdom-based learning model not only enriches learning, but also has a direct impact on the formation of student character. By involving local cultural elements, this model can be an effective strategy for creating meaningful and sustainable learning (Maulida, Zuyyina Nadiya, Annisa, Kusuma Dewi, & Eva Luthfi Fakhru Ahsani, 2021).

Based on the results of the practicality test, the local wisdom-based pencak silat learning model for character building for students in Hulu Langat Selangor Malaysia has been proven to be practical. With the support of character education theory, constructivism, and experiential learning, this model makes a real contribution in strengthening character education based on local culture. Practical learning models will be more accepted by students, increase their learning motivation, and create a pleasant learning atmosphere. Practicality is a key factor in the successful implementation of learning models in the classroom (Yaldi & Ermawita, 2020).

The results of research regarding testing the effectiveness of the local wisdom-based pencak silat learning model for character building for Hulu Langat Selangor Malaysia students show a positive impact on developing aspects of student character, namely religiousness, discipline, hard work and responsibility. This research involved 96 students as respondents, who provided quantitative and qualitative data regarding character changes after implementing the learning model.

This learning model is based on the integration of local wisdom with the principles of character learning. Learning designed with the aim of character formation will be more effective if these values are internalized through meaningful activities (Mauliyah & Naili Rohmah, 2024). In the context of pencak silat, these four aspects of character are implemented through: 1) pencak silat activities begin and end with prayer, as well as congregational afternoon prayers for both students and the entire academic community which helps students

link physical training with spiritual values. 2) regular practice with a strict schedule encourages students to develop a disciplined attitude. 3) intensive training with certain achievement targets motivates students to try hard. 4) students are given roles in practice groups, which teaches responsibility for tasks and groups.

The results of the study showed that after participating in local wisdom-based pencak silat learning, there was a significant increase in religious aspects, discipline, hard work, and responsibility. This is in line with the theory of experiential learning, which states that direct experience can strengthen the learning of character values. Students reported increased spiritual awareness, especially through reflections carried out during and after training. More than 85% of students stated that they became more regular in following the training schedule and daily tasks. Students showed a willingness to face physical and mental challenges during training, which reflects an increase in intrinsic motivation. Students became better able to manage individual and group responsibilities in learning activities. This approach is also in line with the concept of value-based education, which emphasizes the importance of integrating cultural values into education to shape the character of the younger generation. Effective character education must involve affective, cognitive, and psychomotor aspects. Pencak silat as a learning medium allows this integration to occur. Traditional martial arts can be an effective tool for shaping students' character, because it combines physical exercise with moral values (Sukatin, Nur'aini, Sari, Hamidia, & Akhiri, 2022).

This research provides empirical evidence that a learning model based on local wisdom is not only relevant but also effective in shaping student character. By utilizing the pencak silat tradition, this model offers a holistic approach to character education, which can be adapted in various other cultural contexts. The results of the effectiveness test show that the pencak silat learning model based on local wisdom has succeeded in improving the religious, discipline, hard work and responsibility aspects of Hulu Langat Selangor students. With the support of character education theory, constructivism, and experiential learning, this model makes a significant contribution to developing student character.

Conclusions

The pencak silat learning model based on local wisdom has been proven to be valid, practical and effective in instilling character values in SB Hulu Langat students, Selangor Malaysia. This research makes an important contribution to the development of local culture-based learning methods that are relevant to modern educational needs. By integrating local values and innovative learning approaches, this model is able to increase student religiosity, discipline, hard work and responsibility.

This study only focuses on certain character values, the study only highlights four character values (religiosity, discipline, hard work, and responsibility). Other character values such as tolerance, mutual cooperation, and honesty have not been accommodated. Suggestions for further researchers, develop broader character values, add other character value elements that are also important in the context of multicultural and global education.

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Information about the authors:

Jamaludin : malzhijisalapantilutulu@gmail.com, Department Of Physical Education, Health and Recreation, Universitas Muhammadiyah Kuningan, Indonesia

Dr. Oman Hadiana, M.Pd : hadianaoman@upmk.ac.id, Department Of Physical Education, Health and Recreation, Universitas Muhammadiyah Kuningan, Indonesia

Hana Astria Nur, M.Pd : hana.astria@upmk.ac.id, Department Of Physical Education, Health and Recreation, Universitas Muhammadiyah Kuningan, Indonesia

Tio Heriyana, M.Pd : heriyanatio@upmk.ac.id, Department Of Mathematics Education, Universitas Muhammadiyah Kuningan, Indonesia

Dr. Ribut Wahidi, M.Pd : ributwahidi37@upmk.ac.id, Department Of Physical Education, Health and Recreation, Universitas Muhammadiyah Kuningan, Indonesia

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