

ANALYSIS OF THE EFFECT OF THE PENCAK SILAT EXTRACURRICULAR PROGRAM ON CHARACTER BUILDING OF STUDENTS

Muhammad Nurfareza¹, Muh. Isna Nurdin Wibisana², Pandu Kresnapati³

Universitas PGRI Semarang^{1,2,3}

eza100304@gmail.com¹, muhisna@upgris.ac.id², pandukresnapati@upgris.ac.id³

Abstract

This study was designed to explore the extent to which extracurricular pencak silat activities at MAN 1 Jepara have an impact on character building among students, as well as the factors that support or hinder its implementation. The method used in this study was a quantitative method with a correlative research design, which aimed to test the influence of pencak silat activities as an independent variable on character building among students as a dependent variable. The population studied consisted of students who actively participated in pencak silat activities, with a sample size of 30 respondents determined through purposive sampling. Data collection was carried out using a four-point Likert scale questionnaire that measured participation and character dimensions such as discipline, responsibility, honesty, and cooperation. Data analysis was performed using simple linear regression tests through the SPSS program. The results of this study indicate that pencak silat extracurricular activities have a positive and significant effect on student character building with a regression equation of $Y = 14.751 + 0.806X$, a t -test significance value of 0.000 and an F -test value of 0.000, as well as a coefficient of determination (R^2) of 0.641, which indicates a contribution of 64.1%. Therefore, the more actively students are involved in pencak silat, the better their character development will be. This program has proven effective in instilling moral, social, and disciplinary values that are essential to the character development of students within the school environment.

Keywords: *Extracurricular Activities; Character Building; Pencak Silat*

Submitted : 15th of November 2025

Accepted : 31th of January 2026

Published : 31th of January 2026

Correspondence Author: Muhammad Nurfareza, Universitas PGRI Semarang, Indonesia.

E-Mail: eza100304@gmail.com

DOI <http://dx.doi.org/10.31851/hon.v9i1.20507>



Jurnal Laman Olahraga Nusantara licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/)

INTRODUCTION

To educate the nation, national education aims to develop abilities and shape the character and civilization of a dignified nation. The goal of national education is for students to become individuals who believe in and fear Almighty God, are healthy, knowledgeable, skilled, creative, independent, and become responsible democratic citizens of the country. Students are encouraged to be active, innovative, and creative in responding to classroom material. Given that teachers are considered the sole source of learning (the center of learning), this causes students to become

bored during the learning process because they become passive(Liloi et al., 2024). In the context of national education, the importance of character building is a fundamental principle as stated in Law No. 20 of 2003 on the National Education System. Education aims not only to educate the nation, but also to develop individuals who are faithful, pious, noble, healthy, knowledgeable, and socially responsible. Therefore, educational activities, both formal and non-formal, must be directed towards supporting the character development of students.

Pencak silat can not only increase students' interest and talent, but also help develop their character. It states that thinking skills are classified based on the dimensions of knowledge, namely facts, concepts, procedures, and metacognitive knowledge. De Castella's study shows that silat can increase self-esteem and teach how to deal with opponents. Many children have never seen a physically strong person who chooses to avoid violence, showing that the martial art of silat not only builds the body but also the mind(Muzfirah et al., n.d.).

Character education must be emphasized in all classes, both formal and informal, in general classes and extracurricular activities. Everyone in the school, including teachers, employees, and cafeteria workers, must play a role in character education. Education must be carried out properly to produce students with good character . This is because education is very important and essential for instilling, transforming, and nurturing positive character in students, as well as changing negative character traits for the better(Mahfuzah & Sofwan Hidayat, n.d.). The prevalence of deviant and rule-breaking behavior today shows that people really need instruction to become more disciplined in fulfilling their obligations. Researchers have identified one bad habit that occurs in the school environment(Ibrahim et al., 2023).

Extracurricular pencak silat activities are a potential medium for instilling character values in students. Through pencak silat training, students not only develop physical abilities and self-defense skills, but also values such as discipline, courage, honesty, and responsibility (Afifuddin et al., 2024). emphasizes that pencak silat can shape students' character because it requires regular training,

obedience to coaches, and sincerity in competition.

Another study by(Cerlin et al., 2024). The study also found that active student involvement in extracurricular activities has a significant relationship with the formation of positive character traits, such as solidarity, responsibility, and cooperation. This shows that the social environment formed in extracurricular activities influences student behavior in their daily lives, both at school and outside of school.

In the midst of globalization, Indonesia faces very complex problems. These problems occur among very different communities, causing a shift in values. Crimes committed by minors include drug use, murder, promiscuity, fighting, and motorcycle gangs. Children may fail at school for various reasons, such as not wanting to study, not obeying the instructions of parents and teachers, violating school rules, moral and ethical issues, juvenile delinquency, fighting between students, and other bad habits. Education in Indonesia may be very complex because there are problems that need to be solved in every aspect (Nopianto et al., 2020). The world of international education has suffered a great deal of ethical damage, which has caused people to view these institutions with a blurred perspective. The most important thing to do is to maintain one's personality(Rinaldy et al., 2024).

With regular practice, mental toughness can be achieved, and spiritual depth can be attained through philosophical understanding of teachings, consistent remembrance of God, and prayer. Pencak silat is a sport that focuses on fitness, agility, and achievement. In self-defense, practitioners must maintain certain attitudes, such as courageously upholding justice, truth, and honesty (Gristyutawati et al., 2012). Responsive, sensitive, meticulous, quick, and accurate in handling problems. Avoiding arrogance. Refusing to hold grudges. Optimizing movement capabilities in urgent situations(Afifuddin et al., 2024).

Previous studies have shown a strong relationship between student character development and extracurricular activities at school. One study examined the relationship between student involvement in extracurricular activities and character

development in secondary schools and found that student involvement in extracurricular activities was significantly associated with improved character (Cerlin et al., 2024).

Extracurricular activities are additional activities at school that are conducted outside of class (Arisman & Agun Guntara, 2021). The purpose of extracurricular activities is to help students develop their personalities, talents, skills, and abilities in various fields that are not related to academic education. Pencak silat, which does not only rely on physical strength, also instills a sense of solidarity as a group (Mahfuzah & Sofwan Hidayat, n.d.).

The purpose of this study is to determine the extent to which the extracurricular sports program at MAN 1 JEPARA contributes to character building among students and what factors support or hinder its performance. Therefore, the results of this study are expected to provide practical suggestions on how to develop a more effective and sustainable extracurricular sports program, both at MAN 1 JEPARA and at other schools.

METHOD

This study uses a quantitative approach with an associative research design. This approach is used to determine the effect of pencak silat extracurricular activities as an independent variable (X) on character building in students as a dependent variable (Y).

The population in this study was students of MAN 1 Jepara who participated in pencak silat extracurricular activities. This population was specifically selected because they were subjects directly involved in the activity that was the main focus of the study, namely pencak silat as a medium for character building. This extracurricular activity is believed to have great potential in instilling character values such as discipline, responsibility, honesty, and cooperation. Therefore, this population is considered relevant and representative to reveal the influence of extracurricular programs on character building of students in the madrasah environment (Putra et al., 2020).

The sample in this study was determined using purposive sampling, which

is the deliberate selection of subjects based on certain criteria relevant to the research objectives. The criteria used were students who had actively participated in pencak silat extracurricular activities for at least one semester. Based on these criteria, 30 students were selected as research samples. This selection was intended to ensure that the respondents had sufficient experience in participating in pencak silat training so that the data collected could accurately reflect the influence of these activities on student character building. Thus, the sample used was expected to provide a valid and in-depth description of the contribution of pencak silat activities to the character building of students (Lestari, D. S., & Sutapa, 2020).

The instrument used in this study was a questionnaire designed in the form of a Likert scale with four answer choices: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The questionnaire consists of two parts: a pencak silat activity questionnaire, to measure the level of student participation in pencak silat extracurricular activities, and a character building questionnaire, to measure character dimensions such as discipline, responsibility, honesty, and cooperation.

Descriptive and inferential statistics are used to analyze research data. Descriptive statistics calculate the mean, minimum, maximum, and standard deviation of each variable, providing an overview of the nature of the research data. To determine whether the extracurricular variable of pencak silat has a significant effect on student character, inferential statistics were performed using a simple linear regression test using the SPSS program.

RESULT AND DISCUSSION

The results of this study present data and findings obtained through the analysis of the variables studied. The analysis procedure was carried out through a series of statistical tests to ensure the validity and feasibility of the research model, which included normality tests, heteroscedasticity tests, simple linear regression analysis, t-tests, F-tests, and coefficient of determination tests. The results of each test are presented in the following tables.

Table 1. Linearity Test

Sumber Variasi	Sum of Squares	df	Mean Square	F	Sig.
Between Groups (Combined)	1370.800	16	85.675	4.115	0.007
Linearity	1052.352	1	1052.352	50.544	0.000
Deviation from Linearity	318.448	15	21.230	1.020	0.491
Within Groups	270.667	13	20.821		
Total	1641.467	29			

Based on the output results, the Sig. Deviation from Linearity value is 0.491 > 0.05, so it can be concluded that there is a linear relationship between variables Y and X.

Table 2. Normality Test

Statistik Uji	Unstandardized Residual
N	30
Mean	0.0000000
Std. Deviation	4.50713955
Most Extreme Differences (Absolute)	0.159
Most Extreme Differences (Positive)	0.101
Most Extreme Differences (Negative)	-0.159
Test Statistic	0.159
Asymp. Sig. (2-tailed)	0.052

- Test distribution is Normal.
- Calculated from data.
- Lilliefors Significance Correction.

Based on the output results, the Asymp. Sig. value (two tails) is 0.052 > 0.05, so it can be concluded that the data is normally distributed.

Table 3. Heteroscedasticity Test

Model	B	Std. Error	Beta	t	Sig.
(Constant)	7.485	4.812	-	1.556	0.131
Ekstrakurikuler Pencak Silat	-0.050	0.063	-0.149	-0.797	0.432

Based on the output results, it is known that the Sig. value of the Pencak Silat Extracurricular variable is 0.432 > 0.05, so it can be concluded that there are no symptoms of heteroscedasticity in the regression model.

Table 4. Simple Linear Regression Analysis Results

Model	B	Std. Error	Beta	t	Sig.
(Constant)	14.751	8.682	-	1.699	0.100
Ekstrakurikuler Pencak Silat	0.806	0.114	0.801	7.072	0.000

- Dependent Variable: Student Character Development

Regression equation: $Y = 14.751 + 0.806X$

Based on the regression model equation above, it can be interpreted as follows:

- a. The constant value is 14.751, which means that if the independent variable is zero, then Student Character Formation is 14.751 units
- b. The regression coefficient for Pencak Silat Extracurricular Activities is 0.806, which means that a 1-unit increase in Pencak Silat Extracurricular Activities will cause a 0.806-unit increase in Student Character Building.

Table 5. T-test Results

Variabel	t hitung	t tabel	Sig.	Keterangan
Ekstrakurikuler Pencak Silat	7.072	2.048	0.000	Signifikan

- a. Dependent Variable: Student Character Building

Based on the output results, the Sig. value for Pencak Silat Extracurricular Activities is $0.000 < 0.05$, so it can be concluded that there is a significant effect of Pencak Silat Extracurricular Activities on Pencak Silat Extracurricular Activities.

Table 6. F-Test Results

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1052.352	1	1052.352	50.017	0.000
Residual	589.115	28	21.040	-	-
Total	1641.467	29	-	-	-

- a. Dependent Variable: Student Character Building
- b. Predictors: (Constant), Pencak Silat Extracurricular Activities

Based on the output results, the Sig. value for Pencak Silat Extracurricular Activities is $0.000 < 0.05$, so it can be concluded that there is a significant effect of Pencak Silat Extracurricular Activities on Pencak Silat Extracurricular Activities.

Table 7. Testing the Coefficient of Determination

R	R Square	Adjusted R Square	Std. Error of the Estimate
0.801	0.641	0.628	4.58692

- a. Predictors: (Constant), Pencak Silat Extracurricular Activities

The coefficient of determination or R square (R²) value of 0.641 indicates that Pencak Silat Extracurricular Activities have an influence or contribution to character building in students of 64.1%, while the remaining 35.9% is influenced by other variables not examined in this study.

Discussion

Based on the research conducted, it was found that pencak silat extracurricular activities have a significant influence on character building among

students at MAN 1 Jepara. From the validity test, all items in the pencak silat activity (X) and student character building (Y) variables were categorized as valid because the calculated r value was higher than the table r value and the significance value was less than 0.05. This shows that the measuring instruments used in the study were able to describe the variables accurately. The reliability test results also reinforce this, where the Cronbach's Alpha value for the pencak silat activity variable was 0.921 and for the character building variable was 0.862, which means that both were reliable. This means that each question item in the questionnaire had a high level of consistency in measuring the same aspect. Furthermore, based on the results of the classical assumption test, the research data meets the requirements for regression analysis. The data has a normal distribution because the significance value of 0.052 is greater than 0.05. There is no heteroscedasticity because the significance value of 0.432 is greater than 0.05. There are no signs of multicollinearity because the VIF value is less than 10. The linearity test results show that there is a linear relationship between extracurricular pencak silat activities and character building in students with a significance value of 0.491 greater than 0.05. The results of the simple linear regression analysis show the equation $Y = 14.751 + 0.806X$. This means that every one-unit increase in pencak silat extracurricular activities will increase student character building by 0.806 units. A positive regression coefficient indicates that the more active students are in pencak silat activities, the better their character building will be. The t-test results show that the significance value of 0.000 is less than 0.05, so that partially, pencak silat extracurricular activities have a significant effect on student character building. This result is further strengthened by the F-test, which shows a significance value of 0.000, which is also less than 0.05, meaning that overall, pencak silat activities contribute to student character building. In addition, the coefficient of determination (R^2) value of 0.641 shows that 64.1% of the variation in student character building is influenced by pencak silat extracurricular activities, while the other 35.9% is influenced by factors outside this study.

The findings of this study are in line with the results of previous studies. For

example, a study entitled The Relationship Between Pencak Silat Activities and Life Quality shows that involvement in pencak silat activities has a strong relationship with improving the quality of life of students, both physically, psychologically, and socially . However, this study has a fundamental difference because it focuses on testing the quantitative influence of pencak silat activities on certain dependent variables at the secondary school level using a measurable regression model, rather than simply a multi-aspect correlation analysis(Alpedia et al., 2023).

In addition, the results of research from(Nurhidayat et al., 2025) It also reinforces these findings by showing that character values such as honesty, responsibility, discipline, and cooperation contained in pencak silat can shape students' character through a local culture-based approach. Although the focus of the two studies differs namely between character education and testing specific dependent variables the results of this study confirm that pencak silat is not only culturally and morally valuable, but also has a real influence on empirically measurable outcomes. Practically, these findings imply that pencak silat extracurricular activities in schools can be used as an effective strategy in developing character while improving other variables such as students' academic achievement or physical fitness. However, considering that there is still approximately 35.9% of variation that remains unexplained, further research is recommended to include moderator or mediator variables such as training duration, frequency of participation, coach quality, student motivation, and school institutional support in order to obtain a more comprehensive understanding of the mechanism of pencak silat's influence on the expected results.

CONCLUSION

Based on the research and data analysis that has been conducted, it can be concluded that pencak silat extracurricular activities have a positive and significant effect on character building among students at MAN 1 Jepara. From the validity and reliability test results, it can be concluded that all measurement tools in this study are suitable for use. The Cronbach's Alpha value for the pencak silat variable

(X) is 0.921, while for the student character building variable (Y) it is 0.862. This shows that both variables have a high level of consistency and reliability. Based on the results of the simple linear regression test, the equation $Y = 14.751 + 0.806X$ was obtained. This equation shows that every one-unit increase in pencak silat extracurricular activities will cause an increase in student character building of 0.806 units. The t-test results show a significance value of 0.000, which is less than 0.05, and the F-test results also show a significance value of 0.000, which is less than 0.05. Thus, individually and collectively, pencak silat activities have a significant effect on character building in students. The coefficient of determination (R^2) of 0.641 shows that pencak silat extracurricular activities contribute 64.1% to shaping student character. The remaining 35.9% is influenced by other factors not discussed in this study. These results show that pencak silat not only improves physical abilities but also helps shape values such as discipline, responsibility, honesty, cooperation, and sportsmanship. Overall, pencak silat extracurricular activities have proven to be an effective medium for shaping students' character to be moral, disciplined, and sportsmanlike. Through regular training and continuous coaching, students not only learn martial arts techniques but also internalize moral and social values that support positive character building. Thus, the pencak silat extracurricular program at MAN 1 Jepara can be used as an example and model for character building through non-formal activities in the school environment.

REFERENCES

- Arisman, A., & Agun Guntara, R. (2021). The Research Of Students' Motor Ability In Archery Extracurricular. *Jurnal Maempo : Jurnal Pendidikan Jasmani Kesehatan Dan Rekreasi*, 11(1), 13. <https://doi.org/10.35194/jm.v11i1.1216>
- Afifuddin, M., Nurdiana, R., Chayatun Machsunah, Y., PGRI Adi Buana Kampus Lamongan Pendidikan Ekonomi, U., & PGRI Adi Buana Kampus Lamongan, U. (2024). Pengaruh Ekstrakurikuler Pencak Silat Tapak Suci Terhadap Peningkatan Karakter Disiplin Siswa Di Sd Muhammadiyah Sugio Lamongan. *Journal MISSY (Management and Business Strategy)*, 5(2).
- Alpedia, C., Nugraha, E., Gumilar, A., & Hambali, B. (2023). The Relationship Between Pencak Silat Activities and Life Quality. *Kinestetik : Jurnal Ilmiah Pendidikan Jasmani*, 7(4), 1121–1128. <https://doi.org/10.33369/jk.v7i4.30312>
- Cerlin, A., Dewi Utami, G., Iswara, S., Agama Islam, P., & Riyadhul Jannah, S.

- (2024). Peran Ekstrakurikuler dalam Pembentukan Karakter Siswa MTsN 3 Subang. In *Journal of Education Research* (Vol. 5, Issue 1).
- Ekstrakurikuler Pencak Silat terhadap Pendidikan Karakter Siswa di SMP Muhammadiyah, P., Rinaldy Hariz Febriand, B., Arifin, S., Warni, H., Silat, P., & Karakter, P. (n.d.). *Kata kunci*. <http://jiip.stkipyapisdempu.ac.id>
- Gristyutawati, A. D., Purwono, E. P., & Widodo, A. (2012). Persepsi Pelajar Terhadap Pencak Silat Sebagai Warisan Budaya Bangsa Sekota Semarang Tahun 2012. *Journal of Physical Education, Sport, Health and Recreation*, 1(3), 129–135.
- Ibrahim, R., Salim, A., Ar Ridho Jl Labuhan Tanggga Besar Kecamatan Bangko Kabupaten Rokan hilir, S., & Al Mujtahadah Pekanbaru, S. (2023). Peran Guru dalam Membentuk Karakter Disiplin Peserta Didik Madrasah Ibtidaiyah Al Barokah Pekanbaru. In *Journal of Education Research* (Vol. 4, Issue 3).
- Liloi, D. K., Murtono, T., Purwanto, D., Sukrawan, N., & Suhendra, T. A. (2024). Dampak pembinaan pencak silat terhadap perilaku sosial. *Jurnal Porkes*, 7(1), 58–70. <https://doi.org/10.29408/porkes.v7i1.25128>
- Lestari, D. S., & Sutapa, P. (2020). *The Skills Development of Pencak Silat Training Model based on Traditional Games Movement*. <https://doi.org/https://doi.org/10.5220/0009308702170223>
- Mahfuzah, A., & Sofwan Hidayat, M. (n.d.). *Pendidikan Karakter Dalam Program Ekstrakurikuler Pencak Silat*. <https://ejournal.staialamin.ac.id/index.php/pgmi>
- Muzfirah, S., Nurhayati, T., Kegiatan, P., Pencak, E., Terhadap, S., Karakter, P., Di, S., Salafiyah, M. I., & Cirebon, K. (n.d.). *IJEE 2 (1) 2020*.
- Nurhidayat, W., Uswatun Hasanah, Iin Wariin Basyari, & Rahmad Khodari. (2025). Integrating Pencak Silat Values into Character Education in Elementary Schools: An Ethnopedagogical Study at Pusaka Arya Kemuning Cirebon. *Dinamika Jurnal Ilmiah Pendidikan Dasar*, 17(2), 21–32. <https://doi.org/10.30595/dinamika.v17i2.26971>
- Nopianto, W., El Cintami Lanos, M., & Arisman, A. (2020). The Effect of Mixed Inpact Aerobic Gymnam on The Improvement of Physical Fitness for High School. *JIPES*, 6(2), 55–61.
- Putra, D. D., Okilanda, A., Arisman, A., Lanos, M. E. C., Putri, S. A. R., Fajar, M., Lestari, H., & Wanto, S. (2020). Kupas Tuntas Penelitian Pengembangan Model Borg & Gall. *Wahana Dedikasi : Jurnal PkM Ilmu Kependidikan*, 3(1), 46. <https://doi.org/10.31851/dedikasi.v3i1.5340>
- Rinaldy, Syamsul Arifin, & Herita Warni. (2024). *Pengaruh Ekstrakurikuler Pencak Silat terhadap Pendidikan Karakter Siswa di SMP Muhammadiyah 1 Banjarbaru*. <https://doi.org/https://doi.org/10.54371/jiip.v8i11>