



## The Existence of Pencak Silat in Junior High School Physical Education as a Preventive Effort Against Cultural Decadence

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### ABSTRACT

This study aims to analyze the existence of pencak silat in Physical Education in junior high schools and its role as a preventative measure against cultural decadence in the era of globalization. The study employed a descriptive qualitative approach with a naturalistic design. Subjects included the principal, vice principal for student affairs, Physical Education teachers, pencak silat coaches, and students at SMP Negeri 11, Jambi City. Data were collected through observation, in-depth interviews, and documentation, then analyzed using the Miles and Huberman interactive model. The results indicate that pencak silat has a strong presence in learning as an intracurricular and extracurricular activity, regularly implemented with a high level of student participation. Pencak silat plays a role not only in developing physical abilities but also as a medium for character formation and internalizing cultural values, such as discipline, responsibility, self-control, manners, and respect. Furthermore, pencak silat contributes to strengthening students' cultural identity and serves as a preventative measure against symptoms of cultural decadence. Therefore, pencak silat is relevant as a local wisdom-based educational strategy in facing the challenges of globalization.

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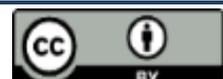
### AUTHORS' CONTRIBUTION

A. Conception and design of the study;  
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## INTRODUCTION

Physical Education plays a strategic role in the national education system because it focuses not only on developing physical fitness and motor skills, but also contributes to character formation, social attitudes, and the internalization of cultural values in students. At the junior high school level, Physical Education serves as a crucial platform for instilling the values of discipline, sportsmanship, responsibility, and cooperation through structured and meaningful physical activities. Therefore, Physical Education learning should ideally not be understood solely as physical activity, but rather as a holistic educational platform that integrates physical, psychological, social, and cultural aspects.



Amidst the increasingly strong currents of globalization, the world of education faces the serious challenge of cultural decadence, particularly among the younger generation. While globalization has had positive impacts in the form of technological advances and access to information, it has also triggered a shift in values, a weakening of local cultural identities, and an increased consumption of foreign popular culture that does not always align with the nation's noble values. The decline in manners, diminished respect for teachers and parents, and weakening pride in national culture are clear indications of cultural decadence among school-age adolescents (Tilaar, 2002). This situation demands that the world of education implement learning strategies that are not solely oriented toward academic achievement but also serve as a means of preserving and strengthening culture.

One relevant approach to addressing this challenge is the integration of local wisdom into learning, particularly through Physical Education. Local wisdom is the values, knowledge, and cultural practices that develop within a community and are passed down from generation to generation (Sibarani, 2012). In the educational context, local wisdom serves as a learning resource that is contextual, meaningful, and relevant to students' lives. The integration of local wisdom into learning is believed to strengthen cultural identity, foster a sense of belonging to one's own culture, and sustainably shape students' character.

Pencak silat, as one of Indonesia's cultural heritages, has great potential for integration into Physical Education learning. Pencak silat is not only a martial art, but also contains philosophical, moral, and spiritual values that reflect national identity, such as discipline, self-control, respect, courage, responsibility, and balance between physical and mental strength (Kumaidah, 2012). UNESCO has even designated pencak silat as an Intangible Cultural Heritage of Humanity, emphasizing the importance of preserving pencak silat through various sectors, including education (J. Setiawan, 2021).

Theoretically, the existence of pencak silat in Physical Education can be understood through the perspective of character education (Diana, 2020; E. Setiawan, 2023). Character education emphasizes the process of internalizing values through real and repeated learning experiences, not simply through cognitive knowledge (Lickona, 1992). Systematic pencak silat activities in learning and training allow students to directly experience the process of character formation, such as discipline in following rules, responsibility in training, and emotional and behavioral control in every movement. Thus, pencak silat serves as an effective and contextual character education medium.

Furthermore, Social Learning Theory explains that students learn values and behaviors through observation, imitation, and social interaction (Bandura & Walters, 1977). In pencak silat learning, students not only learn movement techniques but also emulate the attitudes and behaviors of teachers and coaches, such as respect, humility, and sportsmanship. The social interactions fostered in pencak silat training also strengthen the natural internalization of cultural and social values.

From a culture-based education perspective, learning that integrates local cultural elements is seen as increasing the relevance and meaning of learning for students

(Banks, 2015; Harefa et al., 2024). Culture-based education aims not only to transfer cultural knowledge but also to build cultural awareness and self-identity in students as members of society and the nation. In this context, pencak silat serves as a learning medium that connects students with their cultural roots while equipping them with values to face the challenges of globalization.

Various studies have shown that integrating pencak silat into Physical Education has a positive impact on character development, improving discipline, and strengthening students' cultural identity. However, most research focuses on technical aspects and sports achievements, while studies examining pencak silat's role as a preventative measure against cultural decadence in the context of school learning are still relatively limited. Furthermore, research examining the actual implementation of pencak silat in public schools, particularly at the junior high school level, is still rare.

## **METHODS**

This research employed a qualitative approach with a case study design, aiming to deeply understand the role of pencak silat in Physical Education (PE) instruction in junior high schools as a preventative measure against cultural decadence. The research was conducted at SMP Negeri 11 in Jambi City, with subjects including PE teachers, students, and school officials involved in the implementation of pencak silat instruction. Data collection techniques included observation, in-depth interviews, and documentation, enabling the researcher to obtain comprehensive and contextual data related to instructional practices, instilled cultural values, and student responses to pencak silat instruction.

Data analysis was conducted using descriptive qualitative methods, including data reduction, data presentation, and conclusion drawing, as outlined by Miles and Huberman. Data validity was maintained through triangulation of sources and techniques, as well as cross-checking of information with informants to ensure the credibility of the findings. The results of the analysis are presented in narrative form to illustrate the role of pencak silat in shaping students' attitudes, character, and cultural awareness, as well as its contribution as a preventative strategy against cultural decadence in the era of globalization.

## **RESULTS AND DISCUSSION**

### **Result**

#### **Implementation of Pencak Silat in Physical Education Learning**

Observations indicate that pencak silat is integrated into Physical Education learning through both intracurricular and extracurricular activities. Pencak silat material is presented in stages, starting with an introduction to basic stances and steps, and progressing to simple moves, tailored to the characteristics of junior high school students. Teachers emphasize that pencak silat learning focuses not only on mastering techniques but also on understanding the values and ethics behind each movement.

**Table 1.**

Implementation of Pencak Silat in Physical Education Learning

| Implementation Aspect | Description of Findings                             |
|-----------------------|---|
| Type of activity      | Intracurricular and extracurricular                 |
| Learning materials    | Basic stances, footwork, and simple forms           |
| Teaching methods      | Demonstration, repetitive practice, and habituation |
| Teacher's role        | Facilitator, role model, and values guide           |
| Student involvement   | Active and participatory during practice            |

Table 1 shows that pencak silat is implemented systematically and sustainably, with active student involvement throughout the learning process. Learning implementation is not only oriented towards mastering basic techniques, but is also structured through stages of introduction, practice, and familiarization tailored to the characteristics of junior high school students. The teacher's role in pencak silat learning appears dominant as a facilitator and role model, not only providing movement instructions but also instilling attitudes and ethics in each training activity. Active student involvement is reflected in enthusiasm for training, participation in pair and group activities, and adherence to learning rules. This indicates that pencak silat has become an integrated part of Physical Education learning, not merely additional material, thus supporting the creation of a meaningful and sustainable learning process.

**Cultural Values in Pencak Silat Learning**

Interview results revealed that pencak silat learning contains various cultural values that are consistently instilled in students. These values are conveyed explicitly through teacher explanations and implicitly through practice and interactions during learning.

**Table 2.**

Cultural Values Contained in Pencak Silat Learning

| Cultural Values | Forms of Implementation                       |
|-----------------|---|
| Discipline      | Punctuality and adherence to training rules   |
| Respect         | Greetings before and after practice           |
| Self-control    | Regulation of emotions and movement intensity |
| Responsibility  | Completing training activities as instructed  |
| Togetherness    | Pair and group-based training activities      |

These findings indicate that pencak silat serves as a medium for internalizing cultural values relevant to the development of students' character. Values such as discipline, respect, self-control, responsibility, and togetherness are not only conveyed verbally by teachers, but are also internalized through direct practice in each training session. This habituation process allows students to experience and interpret cultural values in a concrete way, thus instilling them more deeply. The social interactions that develop during pencak silat training also strengthen the instillation of these values, particularly in the context of cooperation and mutual respect among students. Thus, pencak silat serves not only as a physical activity but also as an effective means of cultural education in shaping students' attitudes and behaviors in the school environment.

**Impact of Pencak Silat on Student Attitudes and Behavior**

Based on observations and interviews, learning pencak silat has a positive impact on student attitudes and behavior. Students demonstrated increased discipline, self-

confidence, and respect for their peers and teachers. Furthermore, they developed a sense of pride in local culture as part of their identity.

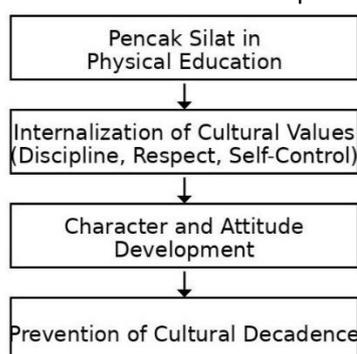
**Table 3.**

The Impact of Pencak Silat Learning on Students

| Impact Aspects        | Indicators of Findings                     |
|-----------------------|--|
| Disciplinary attitude | More orderly and compliant with rules      |
| Self-confidence       | Confident to perform and try new movements |
| Cultural awareness    | Proud of pencak silat                      |
| Social behavior       | Mutual respect and cooperation             |

Based on the data in Table 3, learning pencak silat has a positive impact on students' attitudes and behavior in daily school life. Students demonstrated increased discipline, both in participating in Physical Education lessons and in other school activities. Furthermore, students' self-confidence also increased, as evidenced by their courage to perform, try new movements, and actively participate in learning activities. Another impact is a growing awareness and pride in local culture, particularly pencak silat as a national cultural heritage. Changes in students' social behavior, such as increased mutual respect, cooperation, and self-control, indicate that learning pencak silat significantly contributes to developing positive character and serves as a preventative measure against symptoms of cultural decadence in the school environment.

To clarify the interrelationships between research findings and illustrate the relationship patterns formed from the data analysis, the main findings of this study are then summarized in the form of a thematic diagram. The presentation of this diagram aims to visualize the role of pencak silat in Physical Education learning as a continuous process, starting from the implementation of learning to its impact on character formation and preventive efforts against cultural decadence. Thus, the thematic diagram is presented as a conceptual representation of the overall research results that have been presented through the table data and the previous narrative.



**Figure 1.**

Thematic Diagram of the Role of Pencak Silat in Physical Education as a Preventive Effort Against Cultural Decadence

The thematic diagram shows that learning pencak silat in Physical Education not only serves as a physical activity, but also as a medium for internalizing fundamental cultural values. The process of internalizing values such as discipline, respect, and self-control becomes the main foundation in forming students' attitudes and character.

These values are then reflected in students' daily behavior, both in the context of learning and in social interactions within the school environment. The relationship shown in the diagram confirms that pencak silat has a strategic role as a culture-based educational instrument capable of contributing preventively to the symptoms of cultural decadence in the era of globalization. In other words, the existence of pencak silat in Physical Education learning is an effective means of strengthening cultural identity while building students' character holistically.

## **Discussion**

The research findings indicate that pencak silat has a strong presence in Physical Education learning in junior high schools and plays a significant role in preventing cultural decadence. These findings confirm that pencak silat functions not only as a sport or self-defense activity, but also as a culturally based educational medium that integrates physical, affective, social, and character-building aspects. This discussion links the empirical findings of the study with theoretical studies and previous research findings.

### **Pencak Silat as an Integral Part of Physical Education Learning**

The research findings demonstrate that pencak silat is systematically implemented through intracurricular and extracurricular learning, with active student involvement. This aligns with the concept of modern Physical Education, which emphasizes meaningful physical education, namely learning that involves direct experience, reflection, and emotional involvement of students (Kirk, 2009). In this context, pencak silat is a relevant subject because it combines physical activity with cultural values that are close to students' lives.

The sustainable implementation of pencak silat also reflects a holistic educational approach, where learning focuses not only on motor skills but also on developing attitudes and character. This reinforces the view that Physical Education plays a strategic role in whole-person education, as proposed by Bailey, (2006).

### **Internalizing Cultural Values through Pencak Silat**

Research results show that cultural values such as discipline, respect, self-control, responsibility, and togetherness are internalized through pencak silat learning. This finding aligns with character education theory, which emphasizes that moral values are more effectively instilled through real-life experiences and habituation, rather than simply verbal instruction (Lickona, 1992). In pencak silat, students not only understand values cognitively but also experience them directly in every practice session and social interaction.

From the perspective of Social Learning Theory, the process of internalizing values in pencak silat occurs through observation and imitation of the behavior of teachers or coaches as models (Bandura & Walters, 1977). Respectful behavior before and after training, adherence to rules, and emotional control during training are concrete examples of behavior that students emulate. This process strengthens character development naturally and sustainably.

Furthermore, pencak silat, as a national cultural heritage, plays a role in building cultural awareness in students. Culture-based education positions local culture as a

contextual and meaningful learning resource (Banks, 2015). Thus, pencak silat not only teaches physical skills but also instills cultural identity and pride in the nation's heritage.

### **The Impact of Pencak Silat on Attitudes, Behavior, and the Prevention of Cultural Decadence**

Research findings indicate that learning pencak silat has a positive impact on improving students' discipline, self-confidence, social behavior, and cultural awareness. This impact suggests that pencak silat has a preventive function against cultural decadence, particularly in addressing the negative influences of globalization. Globalization often causes a shift in values and a weakening of local cultural identity among adolescents (Tilaar, 2002). Therefore, the inclusion of pencak silat in Physical Education is a relevant and contextual strategy for strengthening local values in the school environment.

Conceptually, the results of this study support the view that Physical Education can be an effective vehicle for character education and cultural preservation if designed consciously and integrated. Pencak silat, as an intangible cultural heritage recognized by UNESCO, has strong legitimacy to be included in the curriculum and learning practices in schools (Kumaidah, 2012). Therefore, the presence of pencak silat in Physical Education not only impacts individual students but also contributes to broader efforts to preserve the nation's culture.

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### **Theoretical and Practical Implications**

Theoretically, this research strengthens the study of culture-based Physical Education by demonstrating that traditional physical activities can function as a medium for internalizing values and building character. Practically, the findings of this study provide implications for Physical Education teachers and schools to further optimize pencak silat as part of the learning process, through curriculum development, contextual learning methods, and the creation of learning environments that support cultural preservation. Thus, Physical Education can play a vanguard role in addressing the challenges of cultural decadence in the era of globalization.

## **CONCLUSION**

This study concludes that pencak silat has a strong presence in Physical Education learning at SMP Negeri 11 Jambi City and plays an effective role as a preventive measure against cultural decadence in the era of globalization. The implementation of pencak silat in learning not only increases student involvement in physical activities, but also

contributes to the internalization of cultural values such as discipline, respect, self-control, and togetherness. Through structured and continuous learning, pencak silat has been proven to be able to shape students' attitudes, character, and cultural awareness. Therefore, pencak silat is worthy of being maintained and developed as an integral part of Physical Education in junior high schools as a contextual and sustainable culture-based educational strategy.

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