

A Survey of Elementary School Students' Interest in Pencak Silat Extracurricular Activities within Physical Education Learning in Makassar City

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Abstract

Objectives: This study aimed to examine elementary school students' interest in pencak silat extracurricular activities within physical education learning in Makassar City. **Materials and Methods:** This study used a quantitative descriptive survey design. The participants were 120 students from public and private elementary schools in Makassar City, selected through purposive sampling. Data were collected using questionnaires, observations, and interviews, then analyzed using descriptive statistics. **Results:** The findings showed that students' interest in pencak silat extracurricular activities was categorized as high, with an average score of 81.2%. Students perceived pencak silat as enjoyable and beneficial for improving physical fitness, self-confidence, discipline, responsibility, and social interaction. Supporting factors included enjoyable training methods, teacher and coach encouragement, parental support, peer interaction, and competition opportunities. The main obstacles were limited facilities, schedule conflicts, fatigue after school lessons, and limited training space. **Conclusions:** Elementary school students in Makassar City showed high interest in pencak silat extracurricular activities. Pencak silat can support students' physical, psychological, social, and character development. Schools should improve facilities, provide qualified coaches, and arrange effective training schedules to strengthen student participation.

Keywords: pencak silat, extracurricular activities, student interest, physical education, elementary school

Introduction

Physical education is an important part of elementary school education because it supports students' physical fitness, motor skills, emotional development, and social interaction (Herlambang, 2017; Kuswoyo & Shareef, 2025). In addition to regular physical education lessons, extracurricular activities provide opportunities for students to develop talents, interests, discipline, and positive character (Asim et al., 2021; Fizi et al., 2023a).

One extracurricular activity that is closely related to Indonesian culture is pencak silat. Pencak silat is a traditional Indonesian martial art that combines physical movement, self-defense, discipline, art, and cultural values. In the school context, pencak silat can help students develop physical fitness, confidence, responsibility, respect, and sportsmanship (Burton & Miller, 1998; Kuswoyo & Shareef, 2025; Poulin & Davis, 2025).



Students' interest is an important factor in extracurricular participation (Kholis, 2016; Mashar, 2012; Nugroho, 2020). Students who have strong interest tend to attend training more consistently, participate actively, and show better motivation. Therefore, understanding students' interest in pencak silat extracurricular activities is important for improving program quality in elementary schools.

Previous studies have shown that pencak silat and martial arts-based activities can support students' physical, psychological, and character development (Frengki A. Awiryanto et al., 2025; Mustakim et al., 2021; "Pencak Silat - Johansyah," n.d.). Pencak silat training has been reported to improve physical condition and interest among elementary school students, while school-based martial arts programs can support children's self-regulation and discipline (Faradilla et al., 2025; Pinto, 2020).

However, extracurricular pencak silat activities may face challenges such as limited facilities, lack of equipment, schedule conflicts, and limited availability of qualified coaches. Based on these conditions, this study aimed to survey elementary school students' interest in pencak silat extracurricular activities within physical education learning in Makassar City.

Materials and Methods

Research Design

This study used a quantitative descriptive survey design (Arikunto, 2010). This design was selected to describe the level of students' interest in pencak silat extracurricular activities and the factors influencing their participation.

Participants

The participants were 120 elementary school students from public and private schools in Makassar City. The sample was selected using purposive sampling. The inclusion criteria were students who actively participated in pencak silat extracurricular activities, students from grades IV–VI, and students who had joined the program for at least one semester.

Instruments

Data were collected using questionnaires, observations, and interviews. The questionnaire measured students' enjoyment, motivation, attention, enthusiasm, discipline, parental support, teacher and coach support, peer interaction, facilities, and equipment. The questionnaire used a Likert scale ranging from 1 = strongly disagree to 5 = strongly agree (Bogićević et al., 2023).

Data Collection Procedures

Data collection was conducted during the second semester of the 2025 academic year. Questionnaires were distributed to students after permission was obtained from schools and extracurricular coaches. Observations were conducted during pencak silat training sessions, while

interviews were used to obtain additional information about students' motivation, supporting factors, and barriers.

Data Analysis

Data were analyzed using descriptive statistics, including percentages, mean scores, and categorization analysis. The level of student interest was classified as follows: 81–100% = very high, 61–80% = high, 41–60% = moderate, 21–40% = low, and 0–20% = very low.

Results

The results showed that elementary school students' interest in pencak silat extracurricular activities in Makassar City was generally categorized as high.

Table 1. Students' Interest Levels in Pencak Silat Extracurricular Activities

Category	Percentage Range	Frequency	Percentage
Very High	81–100%	52	43.3%
High	61–80%	48	40.0%
Moderate	41–60%	16	13.3%
Low	21–40%	4	3.4%
Very Low	0–20%	0	0%

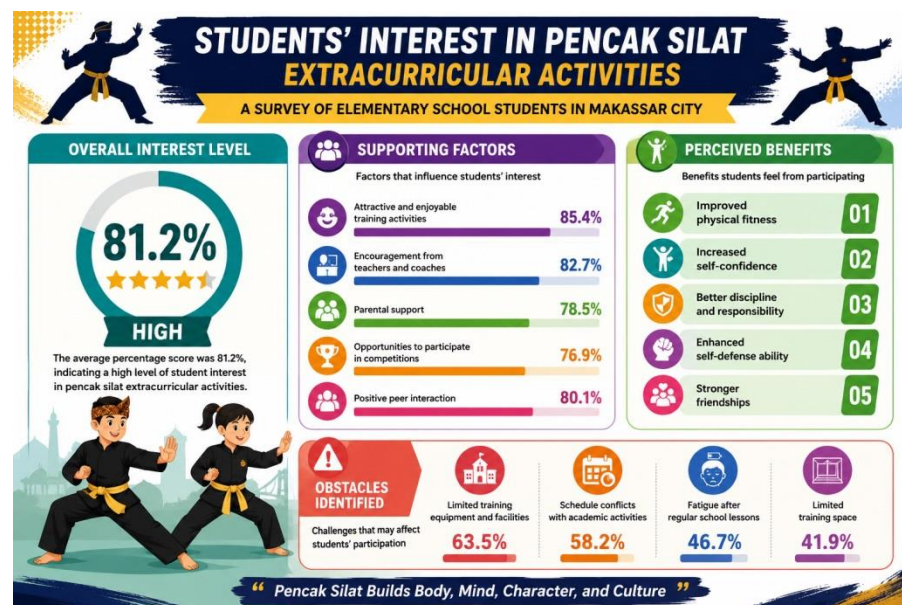
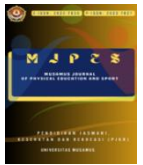


Figure 1. Student Interest and Supporting Factors in Pencak Silat Extracurricular Activities

The average percentage score was 81.2%, indicating a high level of student interest in pencak silat extracurricular activities. Several supporting factors influenced students' interest. Attractive and



enjoyable training activities reached 85.4%, encouragement from teachers and coaches reached 82.7%, parental support reached 78.5%, opportunities to participate in competitions reached 76.9%, and positive peer interaction reached 80.1%.

Students also reported several perceived benefits, including improved physical fitness, increased self-confidence, better discipline and responsibility, enhanced self-defense ability, and stronger friendships.

However, several obstacles were identified. Limited training equipment and facilities were reported by 63.5% of students, schedule conflicts with academic activities by 58.2%, fatigue after regular school lessons by 46.7%, and limited training space by 41.9%.

Discussion

The findings showed that elementary school students in Makassar City had high interest in pencak silat extracurricular activities (Kuswoyo et al., 2020; Kuswoyo & Betaubun, 2019). This indicates that pencak silat remains attractive for students because it combines physical movement, discipline, cultural values, self-confidence, and social interaction. This finding is in line with research showing that pencak silat activities can improve students' physical condition and interest in sport participation.

The high level of interest was supported by enjoyable training activities, encouragement from teachers and coaches, parental support, peer interaction, and competition opportunities (Dudley et al., 2011; Fizi et al., 2023b; Smith, 1991). These findings suggest that social support plays an important role in maintaining students' motivation in extracurricular sport activities. A recent study on student motivation in pencak silat extracurricular activities also emphasized that motivation is an important factor for maintaining participation in school-based martial arts programs (Darmawan et al., 2023; Salman, 2018; Wali et al., 2023).

Students also perceived pencak silat as useful for improving self-confidence, discipline, responsibility, and emotional control (ALI MARDIUS et al., 2024; Wakit et al., 2024). This finding supports previous research on school-based martial arts training, which found that martial arts can improve children's self-regulation through structured physical, cognitive, and affective activities.

In addition, pencak silat has strong educational and cultural values. It does not only train physical skills but also teaches respect, discipline, courage, and responsibility. Previous research on pencak silat extracurricular activities also reported that pencak silat can contribute to character development among elementary school students.

Nevertheless, this study found several obstacles, including limited facilities, lack of equipment, schedule conflicts, fatigue after lessons, and limited training space. These barriers may reduce student



participation if they are not addressed properly. Therefore, schools need to provide better facilities, arrange suitable training schedules, and involve qualified coaches to improve the quality of pencak silat extracurricular programs (Herdiman et al., 2022; Kholis, 2016; Nugroho, 2020).

Conclusions

Elementary school students in Makassar City demonstrated high interest in pencak silat extracurricular activities, with an average interest score of 81.2%. Students perceived pencak silat as enjoyable and beneficial for improving physical fitness, self-confidence, discipline, responsibility, and social interaction.

The main supporting factors were enjoyable training methods, teacher and coach encouragement, parental support, peer interaction, and competition opportunities. However, several obstacles remained, including limited facilities, lack of equipment, schedule conflicts, fatigue after school lessons, and limited training space.

Schools are encouraged to strengthen pencak silat extracurricular programs by improving facilities, providing qualified coaches, and arranging training schedules that are suitable for elementary school students.

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