Developing Tutorial Video of Karate Basic Technique (*Kihon*)

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Abstract: This instructional media is developed due to the fact that the teacher had not taught karate basic techniques (*kihon*) yet and that there are no interesting instructional media for teaching basic technique (*kihon)* to junior high school students. Therefore, a strategy that could attract students and facilitate them understanding of *kihon* became a necessity. The aim of this study is to produce a tutorial CD of karate basic technique (*kihon*). The conducted research and its method was a research and development (R&D). It was carried out through the following steps: potential and problem identification, collecting information, designing product, creating product, expert validation, product revision, tryout, final production. Collecting data method was instrument in the form of assessment sheets. The data were analyzed using qualitative descriptive and percentage quantitative descriptive. The research result is a tutorial video of karate basic technique (*kihon*) for junior high school students that material experts and media experts said it includes in the "excellent/very appropriate" criteria to tryout. Thus, this instructional video is appropriate to be used as students' learning media.

1   INTRODUCTION

Karate is one of many sports especially as the long-developed martial arts in Indonesia. Karate is also a prestigious sport competed in regional, national and international. The development of karate today can be proved by the number of championships, from elementary, secondary to university. The championship level also exists from university level to world championship. Karate is a martial art consisting of several punches, kicks, and parries techniques. However, the combination of taking action and jumping in the kicking technique of Karate is only 25%. Nevertheless, it includes in hard martial arts compared to other martial arts (Dijk, Leffers and Lodder, 2014).

Bermanhot (2014: 2) says that technique of karate is divided into three main parts: (1) *Kihon*, i.e. basic techniques such as hitting, kicking, and parrying; (2) *Kata*, i.e. the moments practice; (3) *Kumite*, i.e. a fighting exercise or sparring. According to Nakayama (1981: 04), *kata* is a moment which is a combination of all the basic techniques i.e. parrying, punching, jolting, or pounding and kicking arranged in such a unified form. The *kumite* is a battle of two people facing each other and showing each other techniques. *Kihon* (basic technique) is a series of basic movements that must be learned before further learning *kata* and *kumite* and a foundation of karate

technique, thus a karateka must first master it well before learning *kata* and *kumite*.

Research on Karate has been much discussed. Rusdiana (2017) states that there is no difference of reaction and anticipation between *kumite* and *kata* for karate athletes, but in terms of personality, physical, social, confidence, and identity, Karate has a higher level than other martial arts (Shireman, 2010). Another opinion suggests that women learn Karate in order to maintain their physical and self-defense, while men tend not to function Karate as defense (Kyoura, 2012). Purnamasari (2017) mentions that interaction quality between karate athletes is good, although karate is included as a hard martial arts by relying on several techniques of punches and kicks.

In some cases, there are journals discussing injuries in Karate as well as some Karate techniques which are are connected to mechanics and chemistry. Karate and non-karate practitioners demonstrate the execution of asymmetrical movements of backlash in reactive and self-started conditions. The difference is departed from the skill level of the participants, although karate practitioners respond with higher peak speed and average decelerations (de Quel 2014). The tendency toward opponents is not only in competition, aggressive battles, and attempts to win supremacy, but also a tendency towards self-attitude expressed by the spirit of combat, sacrifice, permanent desire for self-improvement, etc. It can be

concluded that research on athlete's personality is valuable documentation for the process of improving their training and preparation (Sabina 2013).

High-energy phosphates also play a key role for the rapid movement of Karate in "Energetics of Basic Karate Kata" (Bussweiler, 2012). "Nerve efficiency" reflects one of the larger neurophysiological mechanisms affecting brain changes and structures associated with training. This shows medium amplitude in amateur karate with respect to athletic, non-athletic and elite athletes on the dorsal track (Babiloni, 2010).

There is no karate movement that directly affects the neck; only a minor trauma that becomes a key role in the injury in karate (Kusabiraki 2014). There is a compulsion in drafting guidelines of regulation regarding the need for expertise to anticipate and manage accidents. Pre-training screening guidelines are urgently needed to meet the requirements for undergoing physical demands of martial arts training as well as holding of an injury supervision system (Nandi 2013). The angular momentum results supports a view that coordination strategy facilitates the control of the end point (foot) in the final phase of kicking action (Quinzi 2013).

Sports learning media is quite a lot but based on the observation in July 2016 in the famous media stores in Jambi, there has been no medium of learning karate yet related to basic techniques of karate in the form of an interesting and complete tutorial video, there is only a media about the rules of karate match .

Therefore, we intend to conduct a research by designing instructional media in the form of a tutorial video on karate basic techniques *(kihon)* for junior high school students. This tutorial video is developed with the concept for students can easily learn the basic karate technique movements wherever and whenever without having to stare at sports lessons, and relied on the teacher/trainer. Hopefully, this tutorial video can serve as an alternative media in learning the basic techniques of karate.

2 LITERATURE REVIEW

2.1 The Nature of Instructional Media

Media is one of the tools as well as mediator for teachers and students in the learning process. Media in the learning process can be interpreted as a tool to present the object of learning that can not be presented directly to the students. Arsyad (2002: 3) states the word *media* is derived from the Latin *medius* which literally means 'middle',

'intermediary' or 'introduction'. Definition of media leads to something that delivers / passes information (messages) between the source (deliverer) and the recipient of the message. The purposes of instructional media as a learning tool according to Sanaky (2013: 5) are as follows:
1) Make easier classroom learning process.
2) Improve the efficiency of learning process.
3) Maintain relevances between subject matter and learning objectives.

Through video, students will get everything such as moving pictures and sound so that students is like in the same place with the program being shown in the video (Prastowo, 2012: 300).

According to Lowther, Russell and Smaldino (2011: 407-408), because video as one facility designed to produce realistic images from the world around, viewers tend to forget that the video's fundamental attribute is the ability to engineer the perspective of space and time.
1. Time Engineering
   Video allows students to increase or decrease the time required to observe an event. For example, it takes a very long time for students to really observe the construction of toll roads, but keenly video editing from different activities can rearrange the importance of the event in just a few minutes.
2. Place Engineering
   Video allows students to watch phenomena in both macrocosm and microcosm, which is in a very close or great distance. Students can see the Earth from a space shuttle (macro-view). At the other extreme, students can see the release of cells in a microscope (micro-view).
3. Animation
   Time and place can also be engineered with animation. This is a technique that takes advantage of vision persistence to give movement to objects that do not have animation. There are several techniques for making animation, but basically created from a series of photos, images, or computer images, by small moving of objects or images.

Adobe Flash Creative Suite5 was released in 2010 by Adobe Systems Incorporated. *Adobe Flash Creative Suite5* is a program dedicated to designers or programmers for designing animations in a web page, creating interactive games, creating presentations for business purposes, for learning process, making cartoon and can be used to build a valuable application and other more specific purposes (Pranowo, 2011: 15).

A research by Weny (2014) i.e. Developing Learning Media of Smart Coloring Book in Introducing Basic Karate Techniques for Early Childhood, is a kind of research development (R&D). This research was conducted with several steps, they are: potential and problem identification, collecting information, designing product, creating product, expert validation, product revision, final production, limited trial. Developing Learning Media of Smart Coloring Book in Introducing Basic Karate Techniques for Early Childhood was first validated by 1 material expert, 1 media expert, and 5 students for field trial. Data collection techniques used in the research utilizing the instrument of check-list. Data analysis technique was qualitative descriptive and percentage quantitative descriptive. The results shows that Smart Coloring Book in Introducing Basic Karate Techniques for Early Childhood is feasible.

2.2 The Nature of Karate

2.2.1 Definition of Karate

Literally *Karate-do* can be interpreted as follows; *Kara* = empty, horizon, *Te* = hand or all parts of the body that have ability, *Do* = path. Thus *karate-do* can be interpreted as a tactic that allows a person to defend himself with a bare-handed hand without weapons.

2.2.2 Technique of Karate

Bermanhot (2014: 2) says that technique of karate is divided into three main parts: (1) *Kihon* , i.e. basic techniques such as hitting, kicking, and parrying; (2) *Kata*, i.e. the practice of moments; (3) *Kumite*, i.e. a fighting exercise or sparring.

1)   *Kihon*
      Kihon literally means 'basic' or 'foundation'. Karateka must master *kihon* well before learning *kata* and *kumite*. *Kihon* exercises start from learning punches and kicks (white belt) and beat (brown belt). At *dan* or black belt, karateka is considered to have mastered the entire *kihon* well.
2)   *Kata*
      Kata literally means 'form' or 'pattern'. In karate, *kata* is not just a physical or aerobic exercise. *Kata* contains lessons about fighting principle. Each *kata* has different rhythm of movement and breathing. There is *bunkai* in *kata* i.e. movement application of *kata.*

3)   *Kumite*
      Kumite or *fighting* literally means 'hands-on'. *Kumite* is performed by advanced students (blue belt or higher).

2.2.3 Basic Technique of Karate (*Kihon*)

According to Irianto (2002: 81), basic technique is a movement performed on the simple or motionless environment or target, such as kicking the ball at place. We says that *kihon* is a movements technique used as a foundation before learning *kata* and *kumite*.

2.3 Characters of Junior High School Students

Referring to Zulkifli in Darmawan (2014: 35), prominent characteristics of junior high school students are: rapid physical growth, sexual development, causality way of thinking, overwhelming emotions, getting attracted to opposite sex, attracting attention of environment and are tied to groups.

Based on opinion above, it can be concluded that junior high school students are between 13-15 years. The tendency of interest in sport has begun to appear. We observed that Karate, as a sport, has been in great demand by children at the ages. However, many teachers of Physical Education of Sport and Health have not taught martial arts yet, especially karate. Even if otherwise, the process presented by the teacher is still monotonous and conventional. Therefore, if students at the ages are given learning in accordance with their characteristics, it will increase their knowledge, motivation, interest, and even achievements, especially in karate.

3   METHODS

3.1   Place and Time of Research

This research was conducted at Sekolah Menengah Pertama Negeri No. 03, Batanghari Regency while the research implementation is planned to be held from August to October 2016.

3.2   Research Instruments

The assessment instrument by the material expert is in the form of a questionnaire consisting of two aspects, learning material quality and learning content aspects (Sismadiyanto et al, 2008: 83-84).

3.3 Data Collection and Data Analysis Techniques

Data collection and analysis technique in this research was by documentation and questionnaire. Documentation is intended to obtain data directly from the research site, including relevant books, regulations, activity reports, photographs, documentaries and data to the research (Riduwan 2008: 58).

Questionnaire is a data collection technique conducted by giving a set of written questions or statement to the respondent to answer. Questionnaire is an efficient data collection technique in case of researchers know for sure the variables to be measured and what can be expected from the respondents.

4 RESULTS

This *kihon* tutorial video is designed and produced into a product of karate basic technique (*kihon*) tutorial video for junior high school students, especially seventh grader, packaged with help of *adobe flash* and CD (*Compact Disk*). M. Nakayama (1980: 54) says that the there are 32 basic techniques, but according to our observations and experiences there are 12 techniques taught to junior high school students. Therefore, there is only 12 *kihon* in the tutorial video that have low difficulty level, for seventh grader of junior high school. This research adopted a method developed by Sugiyono because it steps is very suitable to create a learning media product. The steps are (1) potential and problem identification, (2) collecting data/information, (3) designing product, (4) creating product, (5) validation by expert, (6) limited tryout, (7) product revision.

Data analysis results show that assessment of product quality from the first stage until the final stage is included as "Excellent/Very Appropriate". First stage assessment was validation from material expert and media expert. Validation by material expert was conducted in two-step while by media expert was in three-step.

Table 1: First stage assesment.

Assessment Aspect	No. of Items
Learning Material Quality	7
Learning Material Content	10
Amount	17

In the table 1, first step of validation, material expert gave score 79.85% i.e. "Good/Appropriate" and 94.1% i.e. "Excellent/Very Appropriate" for second step.

Table 2: The second stage assessment.

Assessment Aspect	No. of Items
Display	21
Programming	9
Amount	30

In the table 2, first step of validation, media expert gave 56.66% i.e. "Fair"; 83.17% i.e. "Excellent/Very Appropriate" for second step; and 85.23% i.e. "Excellent/Very Appropriate" for third step. Overall, material expert and media expert said that this product of *kihon* tutorial video for junior high school students is included in "Excellent/Very Appropriate" criteria to try out.

Table 3: The final stage assessment.

Assessment Aspect	No. of Items
Display	10
Content/Material	4
Learning	8
Amount	22

According table 3, students' assessment from analysis the one-on-one test result, the product was "Excellent/Very Appropriate" with percentage 90%. Students' assessment in try-out by small group was "Excellent/Very Appropriate" with percentage 87.55% while by large group was 89.09%.

5 DISCUSSION

This research aim is to produce a product that is learning media of karate basic technique (*kihon*) video tutorial for junior high school students especially 7th grader in the form of Compact Disk (CD) and can be used by students as self-study media. After the initial product was produced, it is evaluated by the experts through validation and tested to students. The evaluation stage was carried out by material expert and media expert. Besides of that, research step was done with one-on-one tryout, small group tryout, and large group tryout.

Students feel enthusiastic to learn karate and hope this product can be disseminated to other students. According to students, there are several advantages in this product: interesting display, not a boring product, can motivate students to learn

material that is rarely taught by the teacher that is karate material. The language used is accordance with the correct Indonesian grammar and understanding level of junior high school students. Specific advantages in this product is audio visual (non-print media learning) rich in information and straightforward because it can be showed directly to students. Explanation of how to perform movements and meaning of the technical name are specifically described in this product with the accompanying examples of movement sequences, in contrast to books that generally having too broad content in its discussion. Delivering material with tutorial video makes students become enthusiastic, happy, and interested in learning. Student interest in this media is a positive sign that can improve students' learning process. The product also allows students to learn independently because it is easy to use.

6 CONCLUSIONS

Based on the results, it can be concluded that this research succeeded in producing "Instructional Video of Karate Basic Technique (*Kihon*) Tutorial for Junior High School Students" with very good category and feasible to be used as a medium of learning basic technique (*kihon*) for junior high school students.

However, there has been no more detailed movement analysis yet such as how many foot angles, direction of foot movement pattern in this video tutorial; it is only an explanation of two corners i.e. front and side corners. Therefore, further research and development to improve teaching methods by creating and developing other better and creative learning media is needed.

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