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Systematic literature review pencak silat exercise in improving confidence and discipline of elementary school students

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ABSTRACT

Pencak Silat as a national cultural heritage plays an important role not only as a martial art but also as a means of character development, including the formation of self-confidence and discipline in elementary school students. This study aims to examine the effectiveness of Pencak Silat training in increasing students' self-confidence and discipline through a systematic review approach. The study used the Systematic Literature Review (SLR) method with the stages of formulating Research Questions, literature searches, determining inclusion and exclusion criteria, assessing article quality, analyzing findings, and drawing conclusions. Data were obtained from national publications through Google Scholar using the keywords "Pencak Silat Training", "Self-Confidence", and "Elementary School Student Discipline" for the period 2020–2025, and analyzed following the PRISMA guidelines. The results of the analysis indicate that Pencak Silat training consistently contributes positively to increasing self-confidence and discipline in elementary school students through a structured training process that trains emotional control, compliance with rules, and courage in socializing. This study concludes that the development of Pencak Silat extracurricular activities is worthy of recommendation as an effective strategy in comprehensively building student character.

Keywords: literature review; pencak silat; self-confidence; discipline; extracurricular



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INTRODUCTION

Pencak Silat is one of Indonesia's cultural heritages which has high historical, philosophical and physical education benefits (Darmawan et al., 2023);(Purnamasari et al., 2024).As explained by(Tofikin & Sinurat, 2020),Pencak Silat combines various attack and defense techniques using the hands, feet, and traditional tools. This is in line with the opinion (Rachman et al., nd);(Kusumo & Lemmy, 2021)Pencak Silat is a traditional Indonesian martial art and a cultural heritage of our

ancestors. Originating as a tradition in West Sumatra and West Java, Pencak Silat has since spread throughout Indonesia and even to Southeast Asian countries (Nugroho et al., 2024);(Ediyono et al., 2023).

The values contained in Pencak Silat are highly relevant for the development of students' character. Research by Robing Pujiono et al., (2024);Mufarriq, (2021) shows that Pencak Silat has noble values and great benefits for human life, both physically and mentally, and has become a branch of sport that is recognized internationally (Suranti & Karsiwan, 2024);(Ramadhan et al., 2025),adding that in Pencak Silat training, trainers and teachers not only teach self-defense techniques, but also instill moral and ethical values in students.

Pencak Silat plays an important role in shaping students' character, especially at the elementary school level (Suwandi et al., 2024);(Mustakim et al., 2021)Pencak Silat has long been recognized as an effective method of character education. Through Pencak Silat training, students develop not only physical abilities but also psychological aspects such as self-confidence, self-control, and responsibility (Rofiyanti et al., 2025);(Yunus & Mukri, 2025),stated that values such as discipline, hard work, respect, and self-control are highly emphasized in Pencak Silat learning. This is in line with research (Anjelita et al., 2025);(Jasmani et al., 2025), which states that Pencak Silat helps students develop religious character, discipline, manners and responsibility (Zein & Nurulaeni, 2024);(Widiawati et al., 2025),also emphasized that this traditional martial art is an effective medium for instilling spiritual values, togetherness, and strong character.

Of the various character values developed, two key values that are of significant focus are self-confidence and discipline. Self-confidence is an individual's belief in their ability to face challenges, while discipline is the attitude of obeying applicable rules (Rakmawati et al., 2020);(Syafuruddin et al., 2022). From these various studies, it can be concluded that Pencak Silat contributes significantly to developing self-confidence in elementary school students. Confident children tend to be more courageous in making decisions, developing their potential, and adapting positively to their social environment. In the context of extracurricular activities,(Sumarno, 2022);(Apriyani et al., 2021), shows that student involvement in Pencak Silat is driven by self-confidence, whereas (Sari & Budiyo, 2024), emphasized that pencak silat also trains discipline.

Various previous studies also strengthen the role of Pencak Silat as a means of character education (Risyanto et al., 2024),found that character values such as religiosity, honesty, discipline, and responsibility grow naturally through practice (Ro'is & Hartoto, 2024), emphasized that Pencak Silat training increases the religiosity and morals of students, while (Kastrena et al., 2023),shows that psychological factors such as motivation and self-control are the key to successful character formation.

However, based on the results of a literature search, there is still very limited research that systematically examines the effectiveness of Pencak Silat training in developing two key character traits in elementary school students: self-confidence and discipline. Most previous studies are descriptive in nature and do not present a comprehensive synthesis. Therefore, this study attempts to conduct a Systematic Literature Review (SLR) to map the contribution of Pencak Silat to elementary school students' character development in a scientific and measurable manner.

This study aims to systematically analyze the effectiveness of Pencak Silat training in improving self-confidence and discipline in elementary school students, as well as identifying the character values that emerge from the training process. It is hoped that the results of this study will provide a theoretical and practical foundation for teachers, trainers, and policymakers in developing culture-based extracurricular activities as part of strengthening national character education.

METHOD

This research uses a basic method that combines quantitative and qualitative approaches by implementing a Systematic Literature Review (SLR). This method is carried out through reading, understanding, reviewing, evaluating, and analyzing various previous research results, which serve as the basis for drawing objective and scientific conclusions. The data used in this study are sourced from secondary sources. Secondary data includes information obtained indirectly, primarily from previous research published in various scientific journals available on Google Scholar.

The stages in the Systematic Literature Review (SLR) method consist of six steps, namely: (1) Formulating a Research Question (QR); (2) The article search process; (3) Determining inclusion and exclusion criteria; (4) Quality Assessment (QA); (5) Analysis of the literature received by QA; and (6) Compiling final conclusions. (Jain, 2021; Karim & Hambali, 2024). Data collection techniques include searching for articles from various national and international sources related to the topic of the effectiveness of Pencak Silat training in increasing the self-confidence and discipline of elementary school students.

The search was conducted systematically using Google Scholar with the search phrases "Pencak Silat," "Self-Confidence," "Discipline," and "Elementary School Students," and limited to articles published between 2020 and 2025. After the articles were collected, the following steps were carried out sequentially: First, an initial selection was conducted based on the title and abstract to ensure the topic's suitability to the research focus. Second, articles that passed the initial stage were then evaluated based on predetermined inclusion and exclusion criteria. Third, a quality assessment (QA) was conducted using five criteria: completeness of journal identity, clarity of objectives and methods, relevance to the research theme, clarity of research results, and consistency between objectives and results. Finally, data synthesis was conducted on articles that met all selection criteria so that the resulting information was coherent, systematic, and methodical.

The data analysis technique in this study followed the guidelines of the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) diagram to ensure transparency in the literature selection process. The PRISMA diagram shows the article screening process, from identification, screening, eligibility, to the final selection of articles analyzed in this study.

Table 1. Article Selection Flow (PRISMA Flow)

Selection Stage	Process Description	Number of Articles (n)
Identification	Search with the initial keyword "pencak silat"	30,400
	Publication year restrictions 2020–2025	16,000
Filtered	Adding the keyword “self-confidence”	1,970
	Addition of the keyword “discipline”	914
	Addition of the keyword “elementary school students”	127
Eligibility	Selection of documents that are accessible and match keywords	33
Including	Limited final analysis criteria	10

RESULTS AND DISCUSION

This study uses a Systematic Literature Review (SLR) approach to analyze scientific articles related to the effectiveness of Pencak Silat training in increasing the self-confidence and discipline of elementary school students (Lochbaum, 2022; Rumini et al., 2024). The literature search process was carried out through Google Scholar with a publication period of 2020–2025. The initial search stage

using the keyword “Pencak Silat” resulted in 30,400 articles and after limiting the year to 2020–2025 the number narrowed to 16,000. After the addition of advanced keywords (self-confidence, discipline, and elementary school students), the number of relevant articles shrank to 127. Through the accessibility and relevance filtering process, 33 articles were obtained and after the final selection using Quality Assessment (QA), only 10 articles met the eligibility criteria and were analyzed further.

This study formulates the research focus based on the PICOC criteria, which include Population, Intervention, Comparison, Outcomes, and Context. Based on the PICOC framework, three research questions were formulated. Research Question (RQ), namely: (1) identifying similarities and differences in previous research findings related to the implementation of Pencak Silat training in character education, (2) examining strategies for implementing effective Pencak Silat training in elementary school students, and (3) analyzing the impact of Pencak Silat training on the formation of student character, especially aspects of self-confidence and discipline.

The results of the literature analysis that were declared eligible through the Quality Assessment (QA) process showed that there were 10 main articles that met all eligibility criteria and were relevant to the research focus regarding the effectiveness of Pencak Silat training in increasing the self-confidence and discipline of elementary school students. The analysis process was carried out by grouping research findings based on three Research Questions (RQ), namely the similarities and differences in the results of previous studies related to the role of Pencak Silat training in building student character (RQ1), teacher and school strategies in integrating Pencak Silat training into character education activities (RQ2), and the impact of implementing Pencak Silat training on developing self-confidence and discipline of elementary school students (RQ3). Through a systematic analysis process, a comprehensive picture was obtained regarding research trends, implementation strategies, and the effectiveness of implementing Pencak Silat training as a medium for building student character in elementary schools.

Table 2. Results of the final analysis criteria for the Quality Assessment indicators

No.	Article Title	Summary (Short)	Supporting journal links
1	Pencak Silat as a Tool for Building Self-Confidence in Elementary Children	Builds students' self-confidence through structured practice and achievement experiences.	https://proceedings.uns.ac.id/iseth/article/download/5898/5185
2	Developing Discipline and Self-Regulation Through Pencak Silat in Primary Schools	Develops discipline, self-control, and compliance with school rules.	https://jptam.org/index.php/jptam/article/download/26695/18301
3	Character Education via Traditional Martial Arts: Pencak Silat in Elementary Education	Instills character values: responsibility, respect, and ethics.	https://jurnal.uns.ac.id/ceedj/article/download/63067/37568
4	Physical Fitness, Motor Skills, and Psychological Benefits: The Holistic Impact of Pencak Silat	Reviews the physical and psychological benefits for child development.	https://ojs.unpkediri.ac.id/index.php/pjk/article/download/23055/4082
5	From Practice to Personality: How Extracurricular Pencak Silat Shapes Student Behavior	Improves behavior, discipline, and mental resilience via extracurricular practice.	https://journal.unucir.ebon.ac.id/index.php/ijpess/article/download/1167/829
6	Mental Toughness and Emotional Stability: Psychological Outcomes of Pencak Silat Training	Links training to greater emotional stability and courage.	https://jurnal.uny.ac.id/index.php/jorpres/article/view/73316
7	Embedding Cultural Heritage and Civic Values: Pencak Silat in Primary School Curriculum	Frames Pencak Silat as cultural heritage and a character-education tool.	https://jurnal.pjib-sip.org/index.php/jpd/article/download/301/239

8	Comparative Insight: Pencak Silat vs. Other Activities — Why Martial Arts Strengthens Discipline More	Compares Pencak Silat with other activities for discipline and confidence.	https://ejournal3.undikma.ac.id/index.php/jurnalkependidikan/article/view/4265
9	Implementing a Pencak Silat-Based Character Education Model in Elementary Schools	Applies a Pencak Silat-based character-education model in schools.	https://ejournal.upi.edu/index.php/eduhumaniora/article/download/5124/pdf
10	Social-Emotional Development through Pencak Silat: Early Childhood and Elementary Perspectives	Focuses on children's social-emotional development through Pencak Silat.	https://urj.uin-malang.ac.id/index.php/jpau/article/download/2114/1124

Based on the results of literature synthesis, Pencak Silat training has been proven effective in increasing the self-confidence and discipline of elementary school students, both through intracurricular and extracurricular activities (Ifandi & Verawati, 2022; Soni et al., 2022). With its consistent, gradual, and culturally value-based training characteristics, Pencak Silat serves not only as a physical activity but also as a means of comprehensively developing students' character. Based on the results of a synthesis of several reviewed articles, it was found that Pencak Silat training provides a comprehensive contribution to the development of elementary school students, especially in the psychological, social, emotional, and physical domains (Batubara et al., 2023; Hadiana et al., 2025; Hardovi et al., 2022) One of the main benefits widely reported in research is increased student self-confidence. The gradual training process, which begins with mastering basic movements and progresses through repeated practice, demonstrations, and formal competitions, encourages students to face new challenges and overcome fear or self-doubt. Through these experiences, students experience increased self-efficacy and begin to demonstrate the courage to speak in public, express their opinions, and actively participate in the learning process at school (Hong & Tai, 2024; Maesaroh & Hari, 2025; Rodriguez, 2024; Wallace & Kernozek, 2017) **This is in line with developmental psychology theory, which states that** success in challenging activities can improve a child's self-esteem and self-image.

In addition, Pencak Silat training has also been proven to increase discipline and self-regulation skills (Balk & Englert, 2020; Chou, 2024) The Pencak Silat training system has a clear structure, requiring students to obey the rules, respect the instructor, maintain order, and demonstrate commitment to the training routine. This habituation process trains students to control impulses, manage emotions, and act in accordance with applicable norms. In the context of elementary school education, this self-regulation skill is essential for students to effectively participate in learning, complete assignments on time, and demonstrate positive academic and social behavior. Many studies in martial arts have shown a significant relationship between involvement in gradual training and the emergence of self-discipline skills in childhood.

Apart from psychological and behavioral benefits, Pencak Silat is also an effective means of instilling culturally based character values (Haedari et al., 2024; Nisa et al., 2025) As a martial art with strong traditional roots in Indonesian culture, Pencak Silat teaches values such as manners, respect, responsibility, courage, honesty, and solidarity (Haq & Arkansyah, 2024). Interaction in training, both between trainers and students and between participants, encourages the creation of a social environment that encourages empathy, sportsmanship, and cooperation (Alawiyah et al., 2024; Hidayat et al., 2021; Muharamsyah & Haqiyah, 2024). In several studies, students who participate in Pencak Silat training consistently demonstrate increased prosocial behavior, such as helping friends,

respecting differences, and managing conflict more positively. Thus, Pencak Silat has the potential to become a relevant and contextual model of character education for the younger generation.

The next benefit which is no less important is improving the child's physical and motor development (Gani et al., 2024; Putra et al., 2023). Pencak Silat training involves rhythmic movements, attack and defense techniques, body balance, and hand and foot coordination (Risandri et al., 2025; Susanti et al., 2023; Sutopo, 2022). These activities not only improve physical health, such as agility, stamina, muscle strength, flexibility, and endurance, but also support the development of neuromotor functions, which are important during development. This increased physical ability also strengthens psychological aspects, as children who feel strong, skilled, and able to master movements will have a positive self-image and higher levels of self-confidence.

Overall, the discussion of various articles shows that Pencak Silat is not just a sport or martial art activity, but an educational medium capable of developing students holistically. The presence of Pencak Silat in the physical education curriculum and extracurricular activities provides an opportunity for schools to develop a generation of students who are not only physically healthy, but also mentally mature, possess strong character, and are able to socialize and adapt in various situations. Based on these findings, it can be recommended that the implementation of Pencak Silat in elementary school education needs to be continuously expanded and supported, both through school policies, teacher training, and collaboration with professional Pencak Silat organizations so that the learning benefits can be optimally achieved.

CONCLUSION

This study shows that Pencak Silat training has significant effectiveness in shaping the character of elementary school students, particularly in increasing self-confidence and discipline. Through the Systematic Literature Review (SLR) method, it was found that Pencak Silat not only serves as a physical sport, but also as a means of character education that instills positive values through technical training, disciplined training, and adherence to rules. These values align with the goals of national character education. The study results also emphasize the importance of collaboration between schools, teachers, coaches, and parents for the effective implementation of Pencak Silat. However, limitations of this study lie in the lack of field observation data and the limited number of relevant studies. Further research can be conducted using an empirical approach and a curriculum-based implementation model. Overall, Pencak Silat has proven to have the potential to be a relevant and strategic character education instrument in developing a young generation that is disciplined, confident, and virtuous.

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