



Traditional Games on Basic Movement Abilities of Elementary School Students

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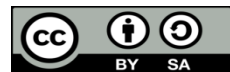
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ABSTRAK

Pendidikan Jasmani, Olahraga, dan Kesehatan di sekolah dasar mengalami penurunan kemampuan gerak dasar siswa, khususnya dalam hal kemampuan berlari. Hal ini sejalan dengan tren peningkatan gaya hidup yang kurang aktif di kalangan anak-anak, yang berpotensi berdampak buruk pada kesehatan fisik mereka. Penelitian ini bertujuan untuk menganalisis pengaruh permainan tradisional terhadap kemampuan gerak dasar siswa SD. Penelitian ini merupakan jenis penelitian eksperimen. Penelitian ini menggunakan metode true experiment dengan desain Pre-test Post test Control Group Design. Populasi penelitian adalah seluruh siswa kelas V yang berjumlah sebanyak 42 siswa. Data dikumpulkan melalui wawancara dan tes. Instrumen yang digunakan dalam pengumpulan data adalah lembar wawancara dan tes lari 30 meter. Teknik analisis data menggunakan deskriptif kuantitatif dan uji perbedaan independent sampling t-test. Hasil penelitian ini menunjukkan bahwa, integrasi permainan tradisional berpengaruh secara signifikan terhadap kemampuan gerak dasar siswa. Oleh karena itu penggunaan permainan tradisional dapat menjadi pendekatan yang efektif dalam mengembangkan kemampuan gerak dasar siswa SD. Implikasi penelitian ini adalah bahwa sekolah-sekolah seharusnya mempertimbangkan pengenalan permainan tradisional dalam kurikulum mereka untuk meningkatkan keterampilan gerak dasar siswa, sekaligus melestarikan budaya lokal.

ABSTRACT

In elementary schools, physical education, sports, and health have experienced a decline in students' basic movement abilities, especially regarding running ability. This is in line with the increasing trend of inactive lifestyles among children, which has the potential to harm their physical health. This research aims to analyze the influence of traditional games on elementary school students' basic movement abilities. This research is a type of experimental research. This research uses a true experiment method with a Pre-test and Post-test Control Group Design. The research population was all class V students, totaling 42 students. Data was collected through interviews and tests. The instruments used in data collection were interview sheets and a 30-meter running test. The data analysis technique uses quantitative descriptive and independent sampling t-test differences. This research shows that integrating traditional games significantly affects students' basic movement abilities. Therefore, traditional games can effectively develop elementary school students' basic movement abilities. This research implies that schools should consider introducing traditional games in their curriculum to improve students' basic movement skills while preserving local culture.

1. INTRODUCTION

Physical Education, Sports, and Health (PJOK) is important in children's physical and health development in elementary schools (SD). One important aspect of PJOK is the development of students' basic movement skills. Basic movement skills include various motor skills that form the foundation for more

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complex physical activities (Dike et al., 2023; Fitriyah, 2019; Yudanto, 2020). For example, running with good coordination allows students to participate in sports such as soccer or track and field. Jumping and throwing accurately can help them in javelin or high jump sports. These basic motor skills are the foundation for more advanced physical abilities later in life. Quality PJOK learning at the elementary school level is important for physical health and forming a positive mindset related to physical activity. Education at the elementary school level is critical in forming healthy living habits and introducing students to enjoyable physical activities, making physical activity a natural part of their lifestyle (Nanda et al., 2021; Rifai & Dwi Intani, 2020). However, amidst rapid technological developments and increasingly sedentary lifestyles, the decline in basic motor skills in children is a major concern. With fewer opportunities to play outdoors and increasing time spent in front of screens, children today are at risk of experiencing a decline in basic motor skills that are important for their physical development and health. Children are increasingly exposed to sedentary lifestyles. Watching videos on social media and online games increasingly dominate children's lives, which can result in a decline in their basic motor skills (Daniyantara et al., 2023; Jufrida et al., 2021; Natas Pasaribu & Daulay, 2019). The decline in basic motor skills at an early age can seriously impact children's physical health and development. It can increase the risk of health problems such as obesity, poor posture, and impaired motor development. Therefore, it is important to take action to improve elementary school students' basic motor skills (Siswanto et al., 2022; Syaifulloh & Aguss, 2021).

Based on the results of interviews conducted with PJOK teachers at SDN Gunung Gangsir 1, it is known that several problems need attention in the context of physical education. One of the problems faced is the decline in students' basic motor skills. Teachers observed that many students needlessly skinned in basic motor skills such as running. Teachers expressed their concerns about this problem and believed innovative steps were needed to improve students' basic motor skills. In addition, teachers welcomed and hoped that the context of this study could provide deeper insight into the potential for integrating the traditional game Gobak Sodor into PJOK learning. Teachers hope this study can provide practical guidance for educators and schools in developing effective and entertaining learning strategies to improve the quality of PJOK in elementary schools. Low basic motor skills hurt children's health and fitness. On the other hand, traditional games, an inseparable part of local cultural heritage, should be considered in current physical education learning. Integrating traditional games into learning can increase students' motivation and interest while improving their basic motor skills (Hendra & Putra, 2019; Rejeki et al., 2020; Widiarti et al., 2021).

One of the most popular traditional games that can be integrated into the PJOK curriculum in elementary schools is Gobak Sodor. Gobak Sodor is a traditional game that originated in Indonesia. This game is played by two or more groups, where each group has the task of catching members of the opposing group who run from one point to another (Fantiro & Arifin, 2019; Gustira et al., 2023; Wicaksono et al., 2021). Each group has a player who acts as a "guard" or "Sodor", whose job is to guard their territory and prevent opposing group members from entering it. Members of the group who run must try to pass through the opposing group's territory without being caught by the guard or Sodor. Traditional games like this have cultural value and can involve active body movements. This game requires each player's speed, agility, and good running skills. Gobak Sodor is a fun game often played by children and teenagers. This game also reflects social values such as cooperation, courage, and creativity (Erwanda & Sutapa, 2023; Najamuddin & Ashari, 2021; Usup et al., 2022; Wijayaningsih, 2023). The Gobak Sodor game has high cultural value and is often played in various regions of Indonesia.

Integrating the traditional game Gobak Sodor can help students develop running skills while promoting local cultural heritage (Prasetio & Praramdana, 2020; Wicaksono et al., 2021). Gobak Sodor is a game that emphasizes running movements, naturally stimulating the development of students' running abilities. In this game, students can practice physical endurance, speed, and movement coordination, which are important aspects of basic motor skills. The game of Gobak Sodor also involves eye and hand coordination, which is important for developing children's gross motor skills. Previous studies have shown that integrating traditional games in PJOK can improve elementary school students' basic motor skills. Several studies have shown that traditional games improve basic motor skills and promote social interaction, appreciation for local culture, and interest in physical activity (Kadir et al., 2021; Puspitasari et al., 2022; Saputri et al., 2021; Wulansari, 2019). Previous studies have shown that traditional games can be effective learning media to develop students' social, emotional, and cognitive skills. This can be seen from several studies that have been conducted previously, including studies that aim to determine the effect of traditional games on improving elementary school students' basic motor skills. In addition, other studies have shown that traditional games can help develop students' character values (A'la, 2019; Desi et al., 2022; Irawan et al., 2022; Syamsurrijal, 2020).

Integrating traditional games into learning can also increase students' motivation and interest (Kudsiyah et al., 2022; Safitri et al., 2018). Therefore, using traditional games as a learning medium can

contribute to developing students' social, emotional, and cognitive skills and help increase students' motivation and interest in learning (Amridha & Rahyuddin, 2020; Balqis, 2019). This research is very relevant and necessary because we are currently facing serious problems in the physical development of children in elementary schools. The current condition raises concerns about increasing health problems in children. In addition, many local cultures and traditions, including traditional games, have been neglected in modern education (Nugraha & Manggalastawa, 2021; Sari et al., 2019). Integration of traditional games into the physical education curriculum in elementary schools can provide potential solutions to two problems at once: the low basic movement skills of students and the loss of local cultural heritage. The rapid development of globalization has made preserving local culture an increasingly urgent matter.

The integration of the traditional game Gobak Sodor in physical education learning in elementary schools has yet to be explored sufficiently in previous studies, so this study is relevant and important. This study focuses on the urgency of integrating traditional games into physical education in elementary schools. By understanding the cultural values and potential for developing basic motor skills possessed by traditional games, this study is expected to provide concrete solutions. This study is novel in its specific focus on the influence of integrating the traditional game Gobak Sodor on elementary school students' basic running movement abilities. Although previously, there has been research on the benefits of this traditional game in broader aspects of physical education (Dike et al., 2023; Yusroni & Alimah, 2023). This study will be the first to explicitly measure its impact on elementary school students' running ability. Thus, this study will significantly enrich the scientific literature with new insights into utilizing traditional games as an effective learning tool in improving elementary school students' basic running motor skills.

This study aimed to analyze the effect of integrating the traditional game Gobak Sodor into the physical education curriculum on improving the running ability of elementary school students. By combining aspects of physical health, motor development, and preserving local cultural heritage, this study is expected to provide a comprehensive understanding of how traditional games can play an important role in supporting the development of elementary school students. In addition, this study is expected to provide practical guidance for educators, PJOK teachers, and policymakers in utilizing the traditional game Gobak Sodor as an effective tool to improve the quality of PJOK learning and the running ability of elementary school students. Thus, this study will not only fill the existing knowledge gap but also potentially provide a real positive impact in improving the health and well-being of children at the elementary school level.

2. METHOD

This research is experimental research using the true experiment method. The designs used in this study are Pre-test, Post-test, and Control Group designs. This study compares two groups of students: the experimental group involved in integrating the traditional Gobak Sodor game in PJOK learning and the control group, which followed conventional PJOK learning without integrating the game. The population of this study was all fifth-grade students at SD Negeri Gunung Gangsir 1 Pasuruan. The sample in this study was taken using the total sampling technique, which involved all students from classes V A and V B. The total sample that became the subject of the study was 42 students, with 21 students in class IV A as the experimental group and 21 students in class IV B as the control group. The data collection method in this study used interviews and a 30-meter running test. The interview aims to discover the problems during PJOK lessons in grade five. The running test is carried out to determine the final results of students' basic running movement abilities after learning. The running ability test was carried out before and after integrating the traditional Gobak Sodor game. The research instruments used in this study were interview sheets and running ability tests. The interview guideline grid used in data collection is presented in Table 1.

Table 1. Interview Guidelines Grid

No	Interview Aspects		Question
1	Teacher Information	Background	How long have you been teaching at the elementary school level? What is your experience and specialization in the field of PJOK?
2	Problems in Students' Basic Movement Skills	Basic Movement Skills	Have you seen a decline in students' basic motor skills at SDN Gunung Gangsir 1? If so, can you provide examples of what students have experienced? In your opinion, what factors cause a decline in students' basic motor skills?
	Teacher Concerns	Opinions and	What do you think about the importance of basic movement skills in physical education and the physical development of students in elementary school?

No	Interview Aspects	Question
3	Expectations for Gobak Sodor Research and Integration	How do you feel about decreasing students' basic movement skills? What are your concerns about this problem? How do you respond to the context of the research that tries to integrate the traditional game Gobak Sodor into PJOK learning? What are your expectations for the results of this research in overcoming the problem of declining basic movement skills in students?
4	Final Message	How can the results of this research help schools and educators improve the quality of PJOK learning at SDN Gunung Gangsir 1? Is there any final message or additional information you would like to convey regarding the problem of students' basic movement skills or the integration of traditional games in physical education?

The running test was conducted before and after integrating the traditional game Gobak Sodor into the physical education curriculum. Speed, agility, endurance, and running technique are measured when assessing running ability. The grid of the running ability test instrument is presented in [Table 2](#).

Table 2. Grid for Basic Running Movement Ability Test

No.	Assessment Aspects	Running Ability Indicator
1	Speed	The time (seconds) the student requires to cover a specified distance.
2	Agility	The student's ability to turn quickly and without losing speed on a curved track.
3	Endurance	The student's ability to maintain maximum speed while running
4	Running Technique	Evaluate the student's body position while running, including posture, foot position, and arm use.

Data analysis techniques were carried out using quantitative descriptive and independent sampling t-tests to determine whether there was a significant difference in the comparison of results between the experimental group and the control group.

3. RESULT AND DISCUSSION

Result

The results of the study showed that the integration of traditional games had a significant effect on the basic motor skills of elementary school students. Before the data was analyzed using the independent sampling t-test, a pre-test, treatment, and post-test were first carried out, and a homogeneity test was first carried out to determine whether the two classes had the same variance. The results of the homogeneity test value of 0.418 ($0.418 > 0.05$) show that the two classes used as research subjects are homogeneous or have the same variance. After ensuring that the two classes have an equal level of homogeneity, the experimental class will undergo learning by integrating the traditional game Gobak Sodor. In contrast, the control class will follow the conventional learning method. After learning, both classes will take the same test: the basic motor skills of running 30 meters—data analysis using the independent sampling t-test. After obtaining the pre-test and post-test results, the results were tested for normality using the Shapiro-Wilk method—the normality test tests whether the data follows a normal distribution. The results of the normality test are presented in [Table 3](#).

Table 3. Results of the Shapiro-Wilk Normality Test

No.	Variable	Statistic	df	Sig.	Conclusion
1	Basic Movement IV A	0,927	21	0,122	Normal distribution
2	Basic Movement IV B	0,921	21	0,092	Normal distribution

Based on the results of the normality test with the Shapiro-Wilk test in [Table 4](#), the following is a description of the normality test results for each variable. First, for Basic Movement Ability Class IV A, the statistical value obtained is 0.927, and the significance value or p-value is 0.122. So it can be concluded that the Sig. Value is greater than the specified significance level (0.05), so the basic movement ability of class IV A is normally distributed. For Basic Movement Ability Class IV B, the statistical value obtained is 0.961, and the significance value or p-value is 0.092. So it can be concluded that the Sig. Value is greater than the

specified significance level (0.05), so the basic movement ability of class IV B is normally distributed. From the normality test results, it can be concluded that the existing data follows a normal distribution. Therefore, statistical analysis can be continued using the independent t-test to evaluate the average difference between the two classes using SPSS statistic 24. The results of the independent sampling t-test statistical analysis are presented in Table 4.

Table 4. Results of Independent Sampling T-test Statistical Analysis

Basic Running Movement Skills	Class	Mean	Std. Deviation	t	df	Sig. (2-tailed)
	IV A	84,52	7,054			
	IV B	50,00	9,220	13,628	40	0,000

Based on the results of the independent sampling t-test, the Sig. (2-tailed) value was 0.000, smaller than the previously set significance level (α) 0.05. This indicates a significant average difference between the experimental class (which follows learning with traditional game integration) and the control class (without traditional game integration) regarding students' basic running movement abilities. The t-test results show that the t-count value of 13.628 exceeds the t-table value of 1.684 (t-count > t-table). Therefore, the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_o) is rejected. This means that the integration of the traditional Gobak Sodor game has a positive and significant impact on improving the running abilities of elementary school students.

Discussion

The results of this study indicate that integrating the traditional game Gobak Sodor into PJOK learning can significantly positively impact the basic motor skills of elementary school students. The experimental group involved in traditional games significantly increased basic motor skills compared to the control group. This finding aligns with previous studies that showed a similar increase in students' basic motor skills through traditional game interventions (Setiawan & Santoso, 2019; Yudanto, 2020). This confirms that integrating traditional games consistently improves children's basic motor skills, providing strong empirical support for the results of previous studies (Fanani et al., 2024; Mukarromah et al., 2022). The findings of this study also show its uniqueness and specificity. After students participated in the traditional game of Gobak Sodor, it was revealed that social interaction and local cultural experiences through traditional games provide additional dimensions that include physical, social, and cultural aspects of learning. This indicates that integrating traditional games improves motor skills and enriches students' learning experiences at the social and cultural levels.

Playing traditional games can bring happiness to children who are enjoying them. Traditional games are a legacy from ancestors that carry cultural values and have important benefits for children's development. Traditional games have various benefits and play an important role in children's development and growth, both physically and mentally (Anggita, 2019; Komaludin, 2019). Traditional games are often played together or in teams to improve social skills and develop children's character (Aulia et al., 2022; Rut et al., 2020). The findings of this study are consistent with previous studies that provide insight that traditional games can improve speed and agility. Traditional games often require intense physical activity like running, chasing, and jumping. These activities can improve students' physical fitness levels, which are important components of their physical health (Aulia et al., 2022; Fatmawati et al., 2023; Pratama et al., 2021).

Traditional games can sharpen both sides of a child's brain to balance their intellectual and emotional intelligence. This result is reinforced by previous findings highlighting the benefits of traditional games in children's education and development. Previous research findings prove that traditional games affect students' learning interests and character development (Nasta'in et al., 2021; Nurdiana, 2020; Reforwati et al., 2022; Rianto & Yuliananingsih, 2021; Yulisman, 2019). Traditional games make students highly interested and motivated in PJOK learning (Latif et al., 2019; Wardika, 2019). Traditional games have various main characteristics, including a sense of responsibility, cooperation, mutual respect, discipline, hard work, and helping each other. Therefore, teaching traditional games is very useful in PJOK learning because these games have the potential to provide a positive impact on increasing student interest.

The decline in students' basic motor skills is a serious concern in children's physical education and health, especially with the increasing sedentary lifestyle. This study makes an important contribution by showing that integrating traditional games can be an effective learning strategy for overcoming this problem. This aligns with the theory of children's motor development, emphasizing the importance of basic motor learning in the early stages of development (Said, 2023; Windawati et al., 2023). In addition, traditional games also create a more interactive, collaborative, and fun learning environment. Students not only learn through theory but also through practical experiences that hone their motor skills. This creates

a more holistic and memorable learning experience.

The success rate of traditional game intervention in improving elementary school students' basic motor skills is a strong indication that this approach has the potential to be adopted more widely in the physical education curriculum. Students' involvement in traditional games provides them with basic motor skills, introduces them to traditional values, and strengthens local cultural identity. In this context, physical education in elementary schools functions not only as a means of physical development but also as a means of cultural preservation. In addition, the results of this study contribute to the theoretical understanding of children's physical education. Integrating traditional games presents a holistic approach that includes physical, social, and cultural dimensions in learning. This supports comprehensive physical education that recognizes the importance of balancing students' physical and social development.

It is important to note that integrating traditional games must be carried out carefully and with learning objectives (Kurnia et al., 2023; Pradnyana et al., 2021). Teachers need to undergo adequate training in the use of traditional games so that they can implement them effectively. Teachers also need to pay attention to the safety and security of students to avoid unwanted things, such as injuries. Thus, the results of this study provide a significant contribution to understanding the use of traditional games in children's physical education and health in elementary schools, opening the door to developing more innovative and positive learning strategies. The advantage of this study is that integrating traditional games can improve students' basic movement skills. This provides evidence that this approach can improve the effectiveness of PJOK learning in elementary schools. Teachers and schools can benefit from these findings to design more effective and engaging learning. This study also has direct relevance to children's health. By showing that traditional games can motivate students to be more physically active, this study makes an important contribution to addressing the increasingly profound problems of obesity and children's physical health. In addition, this study encourages the preservation and use of traditional games in education. This helps preserve local cultural heritage and gives students a deeper experience of their culture and traditions.

Although the results of this study have a positive impact, it also has several limitations. This study was conducted in only one elementary school with a relatively small number of students. Thus, the generalization of the results of this study to the general population of elementary school students must be done with caution. Therefore, further research can consider using a larger sample with many schools to increase the study's external validity. The results of this study have broad implications in the context of physical education at the elementary level. These findings indicate that integrating traditional games is not just an alternative approach but a necessity in supporting the holistic development of students. In facing the challenges of physical health and declining basic motor skills of students, an approach that combines learning and physical activity through traditional games can be an effective strategy. This is also true of the principles of education that prioritize fun, experience-based learning and focus on developing basic motor skills.

4. CONCLUSION

The results of this study show that integrating traditional games positively influences elementary school students' basic motor skills. Integrating traditional games in PJOK learning can be an innovative learning model that allows students to improve their basic motor skills while maintaining their physical health. By utilizing traditional games, this study contributes to enriching insight into the importance of considering traditional games in developing basic motor skills. Integrating traditional games is a solution to improve students' basic motor skills and an effective way to enrich their learning experience by understanding and preserving local cultural values.

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