

The Effect Of Traditional Games On Student's Fundamental Motor Skill Development In State Elementary School 2 Kandang

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Abstract

This research aims to determine the effect of traditional games on the fundamental motor skill development of students in State Elementary School 2 Kandang. This research is designed through experiment. The subjects of this research are students in grade 4 and 5 of The State Elementary School 2 Kandang, totaling 14 students consisting 6 male students from 4th grade and 8 students from 5th grade. Data collection was conducted using fundamental motor skill test for student aged 10 to 12. Data Normality Test and Analysis of Paired Sample Test were utilized as data analysis techniques. The results of testing the data hypothesis using Paired Sample Test Analysis on fundamental motor skills obtained a significance value smaller than 0.05 ($\text{sig} > 0.05$), which is 0.00. on fundamental motor skills. Hence, there is a significant difference from traditional games on students' fundamental motor skills. As a conclusion, traditional games have an impact on the development of fundamental motor skills on students in State Elementary School 2 Kandang.

Keywords: *Traditional Games, Fundamental Motor Skills*

Date of Submission: 15-09-2021

Date of Acceptance: 30-09-2021

I. Introduction

Education is the process of guiding the nature existed children so that they are safe and obtain the highest happiness as humans, as well as members of society. Hence, the students are able to determine, evaluate and apply every knowledge gained from the class room and daily life experience. Education is the knowledge, skills, attitudes and habits taught by a teacher to students so that students have intelligence, good character, personality and skills that are useful for themselves, the nation and the people around them. The basis of the explanation above is not standard from cognitive, and skills can be seen in the learning process of physical education, sports and health.

Physical Education is an integral part of an education, which is a support medium in the process of guiding and developing the motor skills, physical ability, knowledge, sportsmanship attitude, habituation of healthy lifestyle and formation of mental, emotional, spiritual and social character in order to achieve the goals of the national education system. These are in accordance with the statements from Mustafa & Dwiyojo, (2020: 422-438) who conclude that physical education is part of education to develop abilities through movement so that it can achieve health and the expected educational goals that include knowledge, skills, and attitudes.

The process of developing the movement of children aged 10-12 also requires directed training activities. Physical training must be suitable with children's development characteristics. Physical development in early childhood will greatly affect the fundamental motor skills of children when they are teenagers. If the

child's physical development has training that is in accordance with the child's characteristics, then the child will tend to have achievements in sports. The fundamental motor skills of children begin with doing basic movement exercises. Basic motion is very important in an effort to instill the right foundation in moving. Basic motion can be developed through playing activities. This is because playing can provide opportunities for children to practice knowing the rules, prohibitions, being honest, being patient, and teamwork. Practicing to recognize the rules, prohibitions, being honest, patient, and cooperative is one of the things that are part of physical education as character building. Traditional game sports can be utilized to develop fundamental motor skills and character values of children.

Hasanah (2016:17) stated that traditional game is actually excellent for physical and mental training of children. Indirectly, children will be stimulated by creativity, agility, leadership, intelligence, and breadth of insight through traditional games. In addition, Burstiando (2015:1) also stated that traditional games are a nation's cultural wealth with noble values that can be passed on to children as the nation's next generation. Traditional games are one type of game that are beneficial for the development of children's growth. Based on this opinion, it can be concluded that traditional game activities are able to train children's physical and mental and provide benefits for children's growth and development.

Thus, traditional games are very appropriate for elementary school children. This is because it is in accordance with the character of elementary school children who are in a playing-age, (Sukirno, 2018:7). Asriasyah (2018:84) also agreed that traditional game activities have a broad development aspect which include agility, speed, strength and fitness aspects. Moreover, Kumbara (2018:43) also mentioned that traditional game activities can also train various component of children's physical condition such as speed, agility, strength, endurance, etc. Traditional game activities have aspects that can improve children's fundamental motor skills and character values.

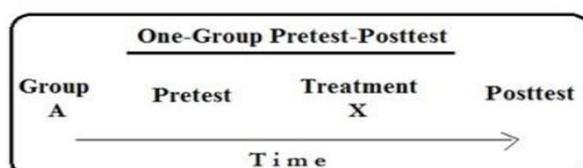
According to Kamaludin et al., (2020:95), beside it is able to train fundamental motor skills, traditional games can also be a supporting medium to embed character values in children. Traditional games also have many benefits, especially in the field of education. The Role of Traditional Games in Education explained that traditional games can improve various aspects of children's development, including: (1) motor aspects that can train endurance, flexibility, sensory-motor, gross motor, and fine motor skills; (2) cognitive aspects that can develop imagination, creativity, problem solving, strategy, anticipation and contextual understanding; (3) the emotional aspect is able to strengthen empathy, self-control and emotional catharsis; and (4) language aspects can develop understanding of value concepts.

Based on the explanations on the traditional games that can be a supporting medium for motor aspect, the writer is intended to study on "The Effect of Traditional Games on Student's Fundamental Motor Skill Development in State Elementary School 2 Kandang"

II. Research Procedure

Based on the problem that the writer intends to study on the effect of traditional games on the development of fundamental motor skill of students in the State Elementary School 2 Kandang, the researcher uses quantitative approach with a descriptive research in this study.

Research design is defined as a process to collect and analysis the research data. Basically, research design is the "blueprint" that explains every research procedure starting from research to data analysis. The research design is as follows:



Population is an area or the whole objects that will be the target of a research. Sugiyono (2018:80) stated that "population is defined as a generalization area consisting of: objects/subjects with certain qualities and characteristics determined by the researcher to be studied and then drawn conclusions from". Based on this definition, the population of this research is students grade 4 and 5 of the state elementary school 2 Kandang, totaling 14 students.

Based on the population number, purposive sampling technique was applied in this research. This is in accordance with the statements by Sugiyono (2018:80) that sample is part of the total and characteristic owned by the population. Therefore, the sample of this research is the male students at grade 4 and 5 of State Elementary School 2 Kandang.

Data collection technique is the most strategic step in a research because the main goal of the research is to collect data and the collected data will be the base of every research conclusion. The data collection technique of this research is Fundamental Motor Skill Test of Students aged 10 to 12.

Data Normality Test (Kolmogorov Sminov/Shapiro Wilk), Mean Analysis and Paired Sample Test are the data analysis technique applied in this research. Once the fundamental motor skills test was carried out, the data was converted into a normative test table developed by widodo, (2011: 24). Furthermore, data analysis calculations were carried out to determine the effect of traditional games on improving students' fundamental motor skills.

III. Results

Based on the study to determine the effect of traditional game on the development of students' fundamental motor skill in the State Elementary School 2 Kandang. The study was conducted using Fundamental motor skill test on students aged 10 to 12 at State Elementary School 2 Kandang.

The fundamental motor skill of the students at the State Elementary School 2 in the initial test returned the value of 71.29 and the final test returned the value of 74.57. To determine the significance level of the increasing fundamental motor skills of State Elementary School 2 Kandang students by using traditional games, SPSS 20.0 was utilized by the researcher. Based on the calculation using SPSS, it shows that there is a significant difference in the results of the initial and final tests, as evidenced by the significance ($0.00 < 0.05$). Therefore, the results of this study have a different value.

IV. Conclusion

Based on the study results and discussion, it can be concluded that traditional games have an impact on the development of students' fundamental motor skills in State Elementary School 2 Kandang. The result was obtained using Difference Test (t test) with a pre-test and a post-test significance of $0.00 < 0.05$. This proves that there is a significant difference between the results of the initial and final test. Therefore, it can be concluded that there is a difference fundamental motor skill of students between before and after learning using traditional game exercises.

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Hariya Haldin, et. al. "The Effect Of Traditional Games On Student's Fundamental Motor Skill Development In State Elementary School 2 Kandang." *IOSR Journal of Sports and Physical Education (IOSR-JSPE)*, 8(5) (2021): 23-25.