

## **The Efforts to Improve Children's Motoric Ability By Utilizing The Role of Traditional Games**

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### **Abstract**

The purpose of this study was to find out the implementation of traditional games such as traditional hopscotch and jump rope games on students' gross motor skills and find out how much influence there was between experimental class 1 using traditional hopscotch games and experimental class 2 using traditional jump rope games on students' gross motor skills. This study uses a quantitative approach. This research is an experimental research with the design used is the Quasi Experimental Research method or quasi-experimental. Quasi Experimental Research is a type of research method that has a control group and an experimental group that are not randomly selected. Researchers used the Quasi Experimental Research method because in this study there were outside variables that the researcher could not control. The conclusion from this study is that there is an influence of traditional games (engklek and jump rope) on children's gross motor skills. The implication of this study is as a complement in completing the playing process for children at school in games for gross motoric skills.

**Keywords:** Traditional Games, Motoric Skills, Students

### **Abstrak**

Tujuan dari penelitian ini adalah untuk mengetahui penerapan video game konvensional beserta video game jingkat dan lompat tali konvensional terhadap kemampuan motorik kasar siswa dan mengetahui seberapa besar pengaruh yang ditimbulkan antara kelas eksperimen 1 dengan menggunakan permainan tradisional hopscotch dan keanggunan eksperimental 2 penggunaan permainan lompat tali konvensional pada bakat motorik kasar siswa. Penelitian ini menggunakan metode kuantitatif. Penelitian ini merupakan penelitian eksperimen dengan desain yang digunakan adalah teknik penelitian Quasi Eksperimental atau quasi eksperimen. Penelitian Quasi Eksperimen adalah suatu bentuk teknik penelitian yang memiliki organisasi kontrol dan kelompok eksperimen yang tidak dipilih secara acak. Peneliti menggunakan metode penelitian Quasi Eksperimental karena dalam penelitian ini terdapat variabel luar yang tidak dapat dimanipulasi oleh peneliti. Keyakinan dari penelitian ini adalah adanya kekuatan permainan konvensional (engklek dan lompat tali) terhadap kemampuan motorik kasar anak. Implikasi dari kajian ini adalah sebagai pelengkap dalam melengkapi teknik bermain bagi anak-anak di perguruan tinggi dalam permainan untuk kemampuan motorik kasar.

**Kata Kunci:** Permainan Tradisional, Kemampuan Motorik, Siswa

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Received 09 February 2023, Accepted 15 February 2023, Published 15 February 2023

## **INTRODUCTION**

Education is very important in this day and age. Along with the development of an increasingly advanced era, every parent wants the growth and development of their child to grow and develop optimally since the child starts attending school. When a child is born into the world, parents have started preparing everything in order to get the best education for their child. Education that is able to pay attention to the growth and development of their students according to the level of aspects of child development (Kuniasih, 2019). Especially children's gross motor skills. For this reason,

children begin to be prepared to occupy school benches and receive education from an early age. Early childhood education as contained in the 2003 National Education System Law article 1 paragraph 14 states that early childhood education is a coaching effort aimed at children from birth to the age of six which is carried out through the provision of educational stimuli to help growth and physical and mental development. so that children are ready to enter further education. From this description, it can be seen that early childhood is a very appropriate period for education. Because at this time the child is experiencing a very extraordinary process of growth and development. Children do not yet have many negative influences from the outside or their environment. In other words, parents and educators will find it easier to direct children to be better (Ichsan et al., 2023).

Early childhood is a very brilliant period to be carried out and given education. Many experts say that this period is the golden age or the golden age of a child. The period when children have enormous potential to develop and have abilities. At an early age 90% of a child's physical brain has begun to form. Another opinion states that around 50% of human intelligence capabilities occur when the child is 4 years old, 80% has occurred when he is 8 years old, and begins to reach a culmination point when the child is around 18 years old. For this reason, at this golden age, stimulation from teachers is needed in the places where children go to school, as well as stimulation from parents and the environment. This golden period is at the same time a critical period for the child where developments obtained at an early age will greatly affect development in the next period until adulthood. This golden period only comes once and cannot be delayed (Fadillah, 2014). This is something that seems to be neglected by most parents and society. As a result, it will have an impact on the readiness of children to enter the school level. The age range of 4-6 years of children has begun to be prepared to start getting education at school. The formal education process for children aged 4-6 years can be taken in one of the Kindergartens in West Java. This educational institution is intended to carry out a learning process so that children can develop all their potential from an early age. Through the learning process from an early age, it is hoped that children can obtain religious-moral, physical-motor, cognitive, social-emotional, language, and artistic stimulations according to their age level. One of the six aspects of development that is important for early childhood is gross motor skills. Often children when they are in class they like to run, walk, and jump (Tara, 2010).

Many person do not realize that gross motor skills play a more important role in these activities than simple moving activities. Hurlock explained gross motor skills as controlling body movements through coordinated activities between the nervous system, muscles, brain, and spinal cord, namely abilities needed from the age of toddlers as part of a child's growth and development. Almost all children aged 2 years can walk, stand, sit, kick, go up and down stairs, run and jump. Gross motor skills are built from all ages of toddlers and will improve properly as they get older into adulthood. Several ways can optimize the gross motor skills of early childhood, namely through playing activities such as playing ball, dancing, sports, role playing, and gymnastics. An increase in

children's movement abilities can occur along with an increase in the coordination ability between the eyes, hands and feet (Parinussa et al., 2023).

Movement will develop more optimally if the child has a large enough opportunity to do physical activities that involve all parts of the body. Thus, so that children's physical motor skills can grow and develop properly, children in kindergarten need physical activity in the form of games that stimulate the use of large muscles, provide opportunities to try, develop cooperative attitudes with peers, and use play facilities. which varies (Slamet, 2014). This effort to maximize movement abilities becomes a benchmark for parents and teachers so that children's physical abilities, which originally started from simple movements, become better movements (Suryana, 2009). With the increase in children's gross motor movements, it will have an impact on other developments because somehow the development or movement abilities will be related to other developments in the task of children's gross motor skills (Sudamarto, 2013).

Gross motor skills can be developed through play activities. As one example, it can be observed in children running around chasing each other to catch their friends. At first they are not skilled at running, but by playing chase, the child is interested in doing so to become more skilled. Something as simple as this can make a child's gross motor skills develop and continue to improve. Preliminary studies or initial observations were carried out from 1 to 7 August 2022 in one of the Kindergartens in West Java. The purpose of this study was to find out the implementation of traditional hopscotch and jump rope games on students' gross motor skills and find out how much influence there was between experimental class 1 using traditional hopscotch games and experimental class 2 using traditional jump rope games on students' gross motor skills.

## **METHOD**

This study uses a quantitative approach. This research is an experimental research with the design used is the Quasi Experimental Research method or quasi-experimental. Quasi Experimental Research is a type of research method that has a control group and an experimental group that are not randomly selected. Researchers used the Quasi Experimental Research method because in this study there were outside variables that the researcher could not control (Sugiyono, 2016). This study involved two experimental classes, namely experimental class 1 and class 2, in which the two classes were given different treatments. To find out the gross motor skills of children in group B, it was obtained from tests that were carried out twice, namely before (pretest) and after (post-test).

The sampling technique in this study was purposive sampling, which is a non-random sampling technique where the sample is selected by means of which the researcher has certain considerations in taking the sample or determining the sample for a particular purpose. This technique is used with the consideration that the selected classes are at the same grade level, the same number of students (a slight difference in the number of students is not a problem), the same class characteristics, and the characteristics of the same teacher or homeroom teacher covering the same disciplines and

same degree (Sunyoto, 2017). In this study, the sample was determined based on the sampling technique that had been carried out. Based on certain considerations or certain goals, the sample in this study consisted of two classes, namely class B1 as many as 20 students as experimental class 1 with treatment using traditional crank games and class B2 as experimental class 2 as many as 21 students with treatment using traditional games jump rope.

## **RESULT AND DISCUSSION**

The results of the study showed that the average value of the experimental class 1 was superior to that of the experimental class 2, with a difference of 2.04. The average value of the experimental class 1 was 80.85 while the experimental class 2 was 78.81. This study supports children's gross motor skills through traditional hopscotch and rope jumping games. As for using the traditional game of hopscotch and jump rope, it can strengthen the large muscles of children in learning in kindergarten. After testing/treatment and the results of the calculations that have been carried out by the researcher, it appears that there is a difference in the effect between the results obtained in experimental class 1 after being treated with the traditional crank game which is higher than the value acquisition in the experimental class 2 which is treated with the traditional jumping game rope. Before being given treatment, a pretest was first carried out, namely in the form of a non-gross motor ability test instrument in the two classes. In the experimental class 1, the highest pretest score was 76, the lowest pretest score was 63, the pretest average was 70.75, the median was 70.50 and the standard deviation was 3.697. In the experimental class 2, the highest pretest score was 77, the lowest pretest score was 65, the pretest average was 70.43, the median was 70.00 and the standard deviation was 3.763. After conducting a pretest for two days to the class that was used as the research object, namely class B1 as experimental class 1 and class B2 as experimental class 2, then the two research classes were given different treatment for five meetings. After the fifth meeting was completed or the last meeting was completed, the two research classes were posttested for two days. The average scores obtained by students in the two research classes show different numbers. Experimental class 1 obtained the highest posttest score of 84, the lowest posttest score was 77, the posttest average was 80.85, the median was 80.50 and the standard deviation was 2.231. Experimental class 2 obtained the highest posttest score of 83, the lowest posttest score was 75, the average posttest was 78.81, the median was 79.00 and the standard deviation was 1.965.

From the posttest results listed, it can be seen that the value of the experimental class 1 which used the traditional hopscotch game was much higher than the value of the experimental class 2 which used the traditional jump rope game. This means that the crank game is effectively used for children's gross motor skills, especially in kindergarten in group B. This is also shown by the pretest and posttest scores for gross motor skills in experimental class 1 and experimental class 2. Testing the t-test scores of pretest and posttest This is done to compare the difference between the two means of two paired samples assuming the data is normally distributed. From the calculation of the difference test on the

average gross motor skills between experimental class 1 and experimental class 2, it can be seen that if  $<0.05$  then  $H_a$  is accepted. In the pretest-posttest t test, it can be seen that the probability value for significance (2-tailed) is 0.000. It can be concluded that there is a difference in the average gross motor skills of children in experimental class 1 using the traditional crank game and children in experimental class 2 using the traditional jump rope game.

## **CONCLUSION**

The conclusion from this study is that there is an influence of traditional games (engklek and jump rope) on children's gross motor skills. The implication of this study is as a complement in completing the playing process for children at school in games for gross motor skills. The use of traditional games as play media can help teachers to improve students' gross motor skills and control children's body movements in an effort to achieve goals. With traditional games, a new atmosphere can be created in the process of learning and playing for children. Suggestions for teachers are that through this game it is hoped that it can be a consideration for following up the use of traditional games on students' gross motor skills, considering the good influence given by traditional games on students' gross motor skills.

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