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The Influence Of Traditional Games On Improving Basic Movement Patterns In Physical Education Learning

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ABSTRACT

This research aims to determine the effect of traditional games on improving students' basic movement patterns. The method used is pre-experimental. The population of this research is class V students at State SDN Bangkir for the 2023/2024 academic year. The instruments used are motor ability tests including the 30 m running test, shuttle run test, ball tag throwing test, and stork stand test. The data analysis technique was carried out using the t-test and regression test using the SPSS For Windows 20 application, at the t-test level the value of Sig was significant. (2tailed) < 0.05 Based on data analysis, this research shows that there is an influence of traditional games on improving students' basic movement patterns of Sig. 0.000 < 0.05 and the magnitude of the influence of traditional games on improving students' basic movement patterns has a presentation of 86.8%. So it can be concluded that traditional games influence improving the basic movement patterns of state students SDN Bangkir.

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INTRODUCTION

Education basically cannot be separated from the social environment, because education itself is a human development to achieve a personality that has morals, responsibility, discipline and honesty (Arifin, 2017). In physical education learning in elementary schools, what physical education teachers need to implement and pay attention to is that students can carry out good basic movement patterns (Clarita et al., 2021). Basic movement pattern abilities have the same meaning as motor skills, which contain content that explains a comprehensive scheme for carrying out basic movement activities (Saitya, 2022). It is very important to study in the context of physical education,

sports and health learning (Rokhayati et al., 2016) because athletic performance itself is one part of psychomotor (Taufan et al., 2018) and can grow into performance that can be obtained and improved well, both academic and non-academic achievements (Anung, 2009).

One strategy to equip students with the basics in carrying out basic student movements is game-based physical education learning (Istiningtyas, 2018). For example traditional games. Therefore, this research seeks to analyze the influence of traditional games on improving elementary school students' basic movements in physical education learning (Salam et al., 2019). As stated (Mudzakir, 2020), "In a learning process, especially in physical education learning, students often feel bored with the same material. Students are more interested in learning in the form of games or games (Salam et al., 2019). With this statement, traditional games can be a lesson that needs to be developed."

The problem that the researcher is working on, is important to do. According to (Rifai Achmad, 2020), traditional games are a form of game whose contents are no less exciting than games in this modern era. In a traditional game, many things can be obtained and explored (Slamet, 2020), including being able to train in thinking how to organize a strategy in the form of a game (Hadjarati et al., 2021). Apart from that, it can train children's imagination (Agun et al., 2018), as well as in the movements produced in traditional games, indirectly a movement activity or good energy is needed. Apart from that, according to (Kusumawati, 2017) there are many elements contained in traditional games, including cooperation, speed, agility, coordination between friends, and so on, which exist in the form of traditional games.

The issue topic raised was regarding students' basic movement patterns which were limited during learning. This is caused by a lack of facilities and infrastructure in schools (Winara, 2018). With these problems, students appear less enthusiastic during learning. Apart from that, Physical Education teachers in schools rarely apply traditional games in physical education learning (Subekti et al., 2017). Another thing that needs to be looked into is the implementation of traditional games in physical education lessons, which are rarely done. Traditional games need to be played because many basic movements, especially in movement learning activities, are implemented well, in other words, traditional games support the improvement of students' basic movements.

So, with this problem, practical learning will make it easier for students to remain active in learning activities, one of which is in basic movement activities packaged in the form of traditional games, it will make it easier for students to grow and develop in their daily lives both in school or outside school.

METHODS

The method used was experimental with a research design used, namely using a One Group Pretest and Posttest Design which was carried out on one group only without a comparison group. The population and sample in this study were grade V elementary

school children, located at SDN Bangkir, Cimanggung District. The population and sample used were all 5th-grade students, totalling 24 people. Of the 24 samples, there were 14 boys and 10 girls aged between 10-11 years. The instrument used was the Motor Ability Test for Elementary School students which was proposed (Nurhasan, 2000) with the greatest reliability of 0.93 and validity of 0.87, with the test points carried out namely: (1) Shuttle run test 4x10 meters, (2) 30 meter sprint test, (3) 1 meter throw and catch ball test against a wall, (4) Stork stand positional balance test. The technique used to collect data in this research is through pretest and posttest test results. The pretest itself is the initial result to collect data on children's gross motor skills and the posttest is the final test result after treatment has been given to the sample. The data analysis techniques used are the Normality Test, Homogeneity Test, Regression Test, and Paired Sample T-Test.

RESULTS AND DISCUSSION

Results

This finding is a discussion regarding the data results during the research process where the quantitative results were carried out before and after treatment was given, and the data was obtained from the results of the pretest and posttest. Next, there is a gross motor test (motor ability) which obtains initial data and final data given before and after the treatment process.

The results of this data were measured into 4 measurement tests, namely shuttle run, ball throwing, 30 m run and stork stand. This can be an illustration of the research that researchers have carried out in the field for 8 meetings and the design process has been carried out previously. All data obtained from students are scores or grades that still need to be processed and re-analyzed using statistical methods based on the data analysis design described in the methods section. The first thing to do is calculate the average score, standard deviation and difference for each group.

Before testing the hypothesis, it is first necessary to find the average value and standard deviation of each treatment group. The average value and standard deviation of each test, namely the initial test and final test, can be seen in Table 1.

Table 1.
Average Value and Standard Deviation of the Basic Movement Pattern Ability Test

	N	Minimum	Maximum	Mean	Std. Deviation
Hasil Pretest	24	165.25	220.85	193.2813	15.25434
Hasil Postest	24	171.00	235.04	207.6854	17.98176
Valid N (listwise)	24				

From each of the 4 motor ability tests, the pretest and posttest scores for basic movement pattern abilities showed that the average score for the initial test was 193.28 with a standard deviation of 15.25, while the average score for the final test was 207.68 with a standard deviation of 17. .98.

Normality test

Data normality testing is carried out to find out whether the sample was taken from a normally distributed population or not. The normality test was tested on pretest and posttest data on gross motor skills. To test data normality using the Kolmogorov-Smirnov Test. The normality test uses SPSS 2.0 for Windows. Data is said to be normally distributed if the significant value is greater than 0.05. The results of the data normality test can be seen in Table 2.

Table 2.
Test results for normality of basic movement pattern test data

		Zscore: Hasil Pretest	Zscore: Hasil Postest
N		24	24
Normal Parameters[a,b]	Mean	0E-7	0E-7
	Std. Deviation	1.00000000 .112	1.00000000
Most Extreme Differences	Absolute	.085	.112
	Positive		.085
	Negative	-.112 .549	-.112 .548
Kolmogorov-Smirnov Z			
Asymp. Sig. (2-tailed)		.924	.925

Based on the results of the Kolmogorov-Smirnov test, which in Table 2 shows that the P-value Sig. in the Kolmogorov-Smirnov column for pretest and posttest data both groups have a P-value Sig. > 0.05 as follows.

Pretest data on gross motor skills has a P-value of Sig. 0.924 > 0.05 which means the data is normally distributed.

Posttest data on gross motor skills has a P-value of Sig. 0.925 > 0.05 which means the data is normally distributed.

So based on Table 2 it can be concluded that the Kolmogorov-Smirnov test in the initial test and final test is greater than Sig. > 0.05 which means the data is normally distributed.

Homogeneity Test

The homogeneity test was carried out to test the similarity of the data groups. Homogeneity testing uses One-way Annova with the help of SPSS 2.0 for Windows. Guidelines for making homogeneous test decisions with a significance level of 0.05 are as follows:

If the P-value Sig. > 0.05 then the data comes from the same variance (homogeneous).

If the P-value Sig. < 0.05 then the data comes from different variances (not homogeneous).

Table 3.
Hasil pengujian homogenitas data tes pola gerak dasar

Levene Statistic	df1	df2	Sig.
.690	1	46	.411

The homogeneity test results in Table 3, show that the P-value Sig. (0.411) so, it can be concluded that the data obtained comes from the same variance (homogeneous) because the sample has a P-value of Sig. > 0.05. Because the data is homogeneous or comes from the same variance, the Paired Sample T-Test is then carried out.

Paired Sample T-Test

The paired sample T-Test was carried out to determine the influence of traditional games on improving basic movement patterns. This T-test is carried out if the sample is normally distributed. The results of the Paired Sample T-Test are determined by the significance value with the decision-making guidelines being:

H0: There is no influence of traditional games on improving basic movement patterns in students.

H1: There is an influence of traditional games on improving basic movement patterns in students.

Table 4.
Paired Sample T-Test test results

		N	Correlation	Sig.
Pair 1	Hasil Pretest & Hasil Postest	24	.932	.000

The results of the Paired Samples T-Test in Table 4 show that Sig. T-test (0.000). Thus, it can be concluded that Ha is accepted and H is rejected because the significance of the t-test is <0.05, so H is rejected and H1 is accepted so it can be concluded that there is an influence of traditional games on improving basic movement patterns. After that, the step that will be taken is to carry out linear regression with the R Square test / linear regression test to find out how much the influence of traditional games has increased on improving basic movement patterns.

Regression Test

This test aims to find out whether the sample experienced a significant increase or not after receiving treatment. The test results can be seen in Table 5.

Tabel 5.
Hasil pengujian Regresi Linier Sederhana

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.932[a]	.868	.862	5.66909

The r-test results in Table 5 show that R Square is 0.868. where the magnitude of the influence between pretest and posttest data is 0.868 x 100% = 86.8%. This shows that the improvement achieved by the sample after receiving treatment in the form of traditional games showed real results in increasing basic movement patterns by 86.8%.

Discussion

Based on the research results, it can be seen that the results of the tests that have been tested are in the form of motor ability tests, namely the shuttle run test, ball throwing, 30 m run, and stork stand in the form of pretest and posttest on the application of traditional games to improve basic movement patterns that have been carried out on class students. V SDN Bangkir, Cimanggung District, is very influential and makes students more active in moving around. This is because there was an increase in the average pretest score of 193.28 with a standard deviation of 15.25, while the average score for the final test was 207.68 with a standard deviation of 17.98.

Basic movement patterns are the ability to carry out movements involving most of the gross muscles of the body which require a lot of strength. Ismail (2012: 83) in (Nuridayu et al., 2020). The higher the level of a person's motor skills, it means that the person has the potential ability to perform better motor skills (Iswahyudi & Fajar, 2019).

However, a person's movement ability is different and depends on the amount of movement experience they have mastered. A person can master motor skills in different sports, these differences are determined by their condition and coordination abilities, differences in age, movement experience, gender, frequency of practice, differences in goals and motivation in learning a motor skill and differences in cognitive abilities.

In other words, increasing students' movement abilities will help them in carrying out various more specific skills that support sports and daily activities, such as the elements of basic movement abilities, namely agility, speed, coordination, and balance through traditional game training programs.

Traditional games have many benefits for children's development, both physically and mentally. In traditional games, some elements require physical exercise to play the game. Where physical education learning requires physical activity in its application, namely traditional games (Armen & Rahmalia, 2017)

This is also based on observations during the activity process and the results of data analysis carried out by researchers where the pretest and posttest results experienced a significant increase. Then the statistical tests used to test the results of applying traditional games to improving basic movement patterns are the normality test and homogeneity test. The normality test shows that the data in the form of a pretest value is 0.924 > 0.05, which means the data is normally distributed. The posttest data normality test results are 0.925 > 0.05, which means the data is normally distributed. Because both data were normal, the statistical test was continued with a homogeneity test.

Based on the homogeneity test results, the P-value Sig. (0.411) > 0.05, thus it can be concluded that the data obtained comes from the same variance, namely homogeneous. Next, to determine the influence of traditional games on improving basic movement patterns, a t-test was carried out. Based on the results of the t-test, it was found that Sig. The t-test (0.000) < 0.05 means the hypothesis proposed in this research is accepted, thus it can be stated that there is an influence of traditional games on improving basic movement patterns.

After getting the results from the t-test and stating that traditional games have an influence, the next step is to find out how much the basic movement patterns have increased, then a simple linear regression test or R test is carried out which based on the results of the R test shows that R Square is the amount The influence between pretest and posttest data is 0.868 x 100%. In this way, the increase in the influence of traditional games on improving basic movement patterns is 86.8%.

Thus, in traditional games there is an increase in basic movement patterns, this is because traditional games involve a lot of physical activity involving moving body parts so that the students' movement abilities are well-trained. If the student has a good physical condition, he will automatically have a good level of gross motor skills from the body system as well.

CONCLUSION

Based on data from research conducted in the field for 8 meetings in total, shows that traditional games have a significant influence on improving students' basic movement patterns. In the normality test results, the pretest results were 0.924 > 0.05 and the posttest results were 0.925 > 0.05, so the pretest data and posttest data were normally distributed so it was appropriate to proceed to the next test where the pretest and posttest data for the homogeneity test showed results of 0.411 > 0 .05, which means the data is homogeneous or comes from the same variance. Another thing also shows that the increase in students' basic movement patterns has a significant influence of 0.000 which is smaller than 0.05, so H is rejected and H1 is accepted so that there is a significant increase achieved after receiving treatment in the form of traditional games showing real results on gross motor skills of 86.8%. So traditional games are suitable for improving basic movement pattern skills at SDN Bangkir, Cimanggung District.

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