

Survey Of Traditional Games Based Physical Education Learning Model in Pandemic Covid-19

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Abstract. The purpose of this study was to determine of students in junior high schools have received a Physical education learning based on traditional game Model of South Sulawesi. The sample of the study was all junior high school students in South Sulawesi, both public and private schools, because this survey is open to all junior high school students in South Sulawesi. This study uses the google form application which is distributed to junior high school students in South Sulawesi. The results of the survey conducted from 170 respondents consisting of 34.7% grade 7 students, 25.9% grade 8 students, and 39.4% grade 9 students, there were 38.8% male students and 61.2% female students, of the students became respondents there were 98.8% of students diligently following physical education subjects, 97.6% of students liked Physical Education subjects, 100% of students said they liked physical education teachers, 90.5% of students knew about Traditional games, 98.8% of students had played one of the traditional games, 76.3% of students had done traditional game-based Physical Education, 89.3% of students liked learning physical education based on traditional games.

Keywords: Physical Education and Traditional Games

INTRODUCTION

Education functions to empower human potential to inherit, develop and build future cultures and civilizations. On the one side, education serves to preserve positive cultural values, on the other side education functions to create changes towards a more innovative one (Suastra, 2010: 8).

That education has a dual value, namely to achieve the goals of education towards a better direction but without having to leave positive cultural values that have existed for a long time.

The fact is that cultural values have shifted a lot and are even abandoned by modern society, without considering the positive things they contain. Most of the people think that cultural values are ancient, not up to date, so that many people leave the culture.

Basically, there are many cultural values that have positive values in the structure of the people of South Sulawesi, for example, the Attabe custom in the Bugis Makassar community, comes from the word "tabe" it means excuse me. Where usually when saying "tabe" is followed by hand gestures and bowing, this custom shows a sign of respect for other people, either older or younger.

In the Republic of Indonesia Law No.1 of 1989 concerning the education system in Indonesia, including physical education, is the development of a complete Indonesian human being, namely people who have faith and devotion to God Almighty and virtuous, have knowledge and skills, physical and spiritual health, a solid personality. and independent, as well as a sense of social and national responsibility.

The definition of education above, it is clear that physical education is an educational process that is carried out consciously by a person and systematically through various physical activities to obtain optimal physical growth, health and physical fitness, abilities and skills, intelligence and harmonious character development and personality. in the framework of forming the whole Indonesian people, which will be carried out continuously throughout his life.

Physical education can also be interpreted as an educational process carried out through physical activities designed to improve physical fitness, develop motor skills, knowledge and behavior for healthy and active life, sportsmanship and emotional intelligence.

The understanding of physical education, it is clear that in the implementation of physical education it is inseparable from the local culture of movement which is reflected in the development of local culture which is manifested together with physical education. Both of them use physical activities to develop good values that can be implemented in everyday life later and can be applied in long-term life.

traditional games have native regional characteristics in accordance with local cultural traditions, and what we are discussing here is the area of South Sulawesi. Therefore, in its implementation, elements of folk games and children's games are often included in traditional games. Traditional game activities that contain elements of art as we usually call traditional art. Traditional games have characteristics that have elements of tradition and are closely related to the customs of a particular local community. The activities carried out must contain physical activity that involves large muscle groups and also contain elements of play as the basis for the aims and objectives of the activity.

In previous research, the writer has conducted research on Physical Education Learning Model Based on Local Movement Culture in South Sulawesi. The local movement culture that will be raised in this paper is gobak sodor or in the Bugis Makassar language, better known as foreigners or hadang.

METHOD

This type of research is used as a design that is used as a reference in conducting a study. This research is a type of survey research that aims to reveal of physical education learning based on traditional game has been carried out in junior high schools in South Sulawesi province.

Research variables are symptoms / objects that are the focus of researchers to observe and data will be collected. According to Sugiyono (2015: 2) states that: Research variables are basically anything that is determined by the researcher to study so that information is obtained about it, then conclusions are drawn. These symptoms will be identified so that the real problem that will be examined in this study becomes clearer.

The variable in this research is the development of physical education learning based on traditional games. While the object of research is junior high school students in South Sulawesi.

To avoid a widespread interpretation of the variables involved in this research, these variables need to be defined as follows:

- 2.1. Junior high school level students, which is meant by junior high school students are all middle school students, both grades 7, 8 and 9, male and female, public and private schools in South Sulawesi province.
- 2.2. Learning Physical education based on traditional games for junior high school students which is developed and adapted to the characteristics of traditional games and the characteristics of junior high school students.

The sample in this study were all junior high school students who had filled out a random response that had been given via google form.

The method used in data collection is to record the results of questionnaires that have been distributed via google form. This questionnaire is open in nature, so anyone can fill out the questionnaire, as long as it is in accordance with the given criteria. The results from filling out the questionnaire are accumulated in percent.

The form of data in this study is the form of numbers, namely data from the results of filling out questionnaires by junior high school students. The data are in the form of numbers and the total number of students who answered the questions on the questionnaire given with Yes and No answers, which were converted into percent.

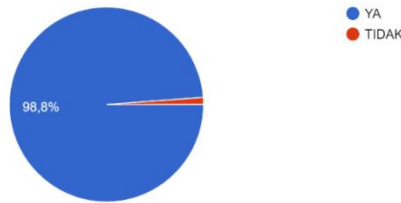
RESULTS

The response of 170 junior high school students in South Sulawesi province, consisting of 59 grade 7 students or 34.7%, 44 grade 8 students or 25.9%, and 67 grade 9 students or 39.4%.

Of the 170 students who filled out the questionnaire, 66 were male or 38.8% and 104 female students or 61.2%.

Diligently following Physical Education subjects

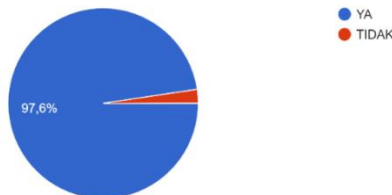
2. Apakah kamu rajin mengikuti mata pelajaran pendidikan jasmani?
 170 tanggapan



Of the 170 junior high school students in South Sulawesi, 168 students or 98.8% diligently follow physical education and there are 2 students or 1.2% students who do not diligently follow physical education.

Likes physical education subjects

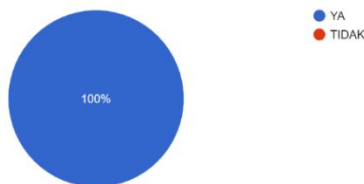
3. Apakah Kamu suka dengan mata pelajaran pendidikan Jasmani?
 169 tanggapan



169 respondents, it was found that 165 students or 97.6% liked Physical Education and 4 students or 2.4% did not like Physical Education.

Physical education teacher is fun

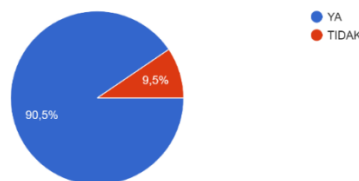
4. Apakah Kamu suka dengan guru pendidikan jasmani?
 169 tanggapan



169 respondents, all or 100% said they liked physical education teachers.

Knowledge of traditional games

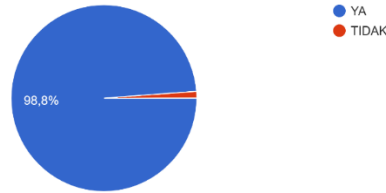
5. Apakah kamu tahu tentang permainan tradisional?
 169 tanggapan



169 respondents, 153 students or 90.5% knew about traditional games and 16 students or 9.5% did not know about traditional games.

Play traditional games

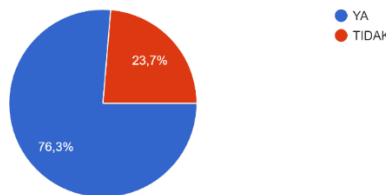
13. Apakah kamu pernah memainkan salah satu permainan tradisional?
 170 tanggapan



Of the 170 respondents, as many as 168 students or 98.8% had played a traditional game, and as many as 2 students or 1.2% had never played a traditional game. One of the traditional games meant is cat and mouse games, hide and seek, betengan, boy game, jump rope, crank or dende, gobak sodor or hadang.

Traditional game-based physical education

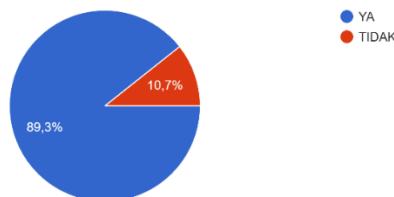
17. Dalam pembelajaran pendidikan jasmani, kamu pernah mempelajarinya melalui permainan tradisional
 169 tanggapan



169 respondents, as many as 129 students or 76.3% had done physical education learning based on traditional game and as many as 40 students or 23.7% had never done physical education learning based on traditional game.

Like it if physical education learning is based on traditional games

18. Apakah kamu suka jika pendidikan jasmani selalu bermain?
 169 tanggapan



Of the 169 respondents, as many as 151 students or 89.3% liked physical education learning based on traditional games and 18 students or 10.7% did not like learning physical education based on traditional games.

DISCUSSION

The results of the research conducted show that all supporting data strengthens to encourage Physical Education teachers to immediately carry out physical education learning based on traditional game.

Hurlock (2013: 323) reveals that the effect of play on children's development is for physical development, encouragement to communicate, channeling emotional energy, channeling needs, learning resources, stimulation for creativity, development of self-insight, social learning, moral standards, and personality development. According to Siti Linggar (2010: 1) traditional games are a type of sport that arises based on the games of each tribe and ethnicity in Indonesia.

These two opinions reinforce that physical education and traditional games are very synergistic, not only in physical development but also in the mental development of junior high school students. Because both in physical education and traditional games there are many implicit positive moral values contained in it, not only always talking about physical development.

Physical education learning that is carried out with a traditional game approach will find it easier to achieve the desired goals, because students carry out their physical activities with joy and they are in a pleasant atmosphere and make them happy. During the learning process, they will walk, run, jump, which without realizing it they have improved their physical fitness as one of the goals of Physical Education learning and it is hoped that they can also apply it in their daily lives as a long life activity.

It is hoped that with the traditional game-based Physical Education learning model there will be a sense of confidence in students who are initially unable to perform tasks when standard Physical Education learning is applied, so that they will more easily accept the next form of learning which will be more complicated than the previous assignment.

CONCLUSION

Based on the research results obtained, the following conclusions can be drawn:

The survey results show that 98.8% are diligent in participating in physical education subjects, 97.6% like Physical Education subjects, 100% say they like physical education teachers, 90.5% know about traditional games, 98.8% have played one of the traditional games, 76.3% have done traditional game-based physical education, 89.3% like it if physical education learning is based on traditional games. Based on the data above, there are many students who really want physical education learning based on traditional games.

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