Hadangan Games to Improve Gross Motor Skills in Elementary School Children

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Abstract

This research aims to determine the impact of implementing the traditional game *Hadangan* in PJOK learning to improve the gross motor skills of elementary school children. This research is an experimental research method with a one group pretest posttest design. The research population was class V students at SDN Wiwitan, 31 students were used as research samples using total sampling techniques. The research instrument used was a motor ability test for children. The treatment was given 14 times, then the data was analyzed using the T-test in the SPSS version 25 application. The results of the research showed that the traditional game of hadangan had a significant impact on improving children's gross motor skills (Sig. 0.000). It can be concluded that traditional sports activities have very good potential in terms of improving children's gross motor skills.

Keyword : Traditional Game *Hadangan*, Gross Motor, Elementary School Students

INTRODUCTION

Today's traditional games are finding it difficult to adapt to the times and technological developments (Youngil, 2016). Therefore, as rapid changes in technology have resulted in many traditional games being abandoned, many traditional games are no longer played, and they have never even heard their names (Xu, 2018). This will endanger the game, maybe even become extinct.

The problem encountered in the field is that many traditional games are no longer played by children. As an effort to introduce this traditional game, it is necessary to identify the various forms of this game that have been played by the community (Ueda, 2017), precisely in Ibun sub-district. Thus, through this article the researcher will describe the extinction of traditional games, it is very important to maintain and preserve their existence considering the importance of the benefits of traditional games themselves and the cultural values contained in them (Budiman, 2021; Budiman et al., 2024). Apart from that, researchers also want to identify problems with gross motor skills of children in the Ibun District area, especially at SDN Wiwitan. This was seen by the author when carrying out observation assignment activities in one of the courses. Then, during the walking

observation, the author saw that some children were not yet proficient in several aspects of gross motor skills through practical learning of PJOK.

This is because educators only use material or assignment learning methods. Apart from that, elementary school children also do less activities at home and tend to play online games (Supriadi et al., 2021). One activity that can develop elementary school children's gross motor skills is by playing (Khadijah & Armanila, 2017; Rodiansah et al., 2018). Through play activities, elementary school children can learn about themselves, other people and their environment. Playing while learning will relax without force so it becomes something fun for elementary school children.

In developing a child's physical abilities, teachers can start with things that are close to the child. The world of children is the world of play because play is a medium for improving certain skills and abilities in children. Therefore, the stimulation provided should be adapted to the child's world, namely with games that are interesting to the child. Interesting games are not limited to modern games, traditional games can also be used in learning activities to develop children's physical motor skills (Ariyanto et al., 2020; Hadyansah et al., 2021; Hanief & Sugito, 2015; Mahfud & Fahrizqi, 2020; Sutini, 2018). In accordance with the characteristics and motor development of elementary school children, it is very appropriate to teach motor skills (Nuriman et al., 2016; Santosa, 2016). Elementary school children who receive various types of movement skills from an early age will find it easier to receive similar movement skills in the next period of life. Children also become more efficient in displaying these motor skills. Therefore, games that are suitable for training children's gross motor skills are using traditional games, one of which is the traditional game of hadang.

METHOD

The method used in this research is the experimental method. With a one group pre-test and post-test design. The population in this study was 31 students at SDN Wiwitan class V. This research used a total sampling technique considering the population was 31 fifth grade students. The instrument in this research refers to sports measurement. The test and measurement module is the Motor Ability test for elementary school children which includes; 1) 4 x 10 meter shuttle-run test (agility), 2) ball throwing test at a distance of 1 meter against a wall (coordination), 3) Stroke Stand Positional Balance test (balance), 4) 30 meter sprint test (speed) (Bensholmo, 2023). This research is planned to be carried out over approximately 16 meetings,

with each meeting lasting 60 minutes. Meetings 1 and 16 will be used for testing. Meanwhile, meetings 2&15 were used to provide treatment. Basically, this research activity is to improve gross motor skills in elementary school children by using the traditional game hadangan. The learning load given to elementary school children is adjusted to the child's initial abilities, which will then be adjusted to the load according to learning principles, namely overload. After the data is collected, the next step is to analyze the data. The data analysis technique for analyzing experimental data with the pretest posttest design model is to use the t-test (test) using SPSS 25 statistics.

RESULTS AND DISCUSSION

Results

The results of the research are described using descriptive statistical analysis as follows, for pretest results minimum score = 41.66 Posttest = 66.66, maximum pretest score = 83.33, maximum posttest score = 100, average (mean) on pretest = 61.0110 , the average (mean) on the posttest = 80.9226, with a standard deviation (std. Deviation) on the pretest = 11.03055 standard deviation (std. Deviation) on the posttest = 8.88268. Details can be seen in the following table:

Table 1. Descriptive Statistics of Pretest and Prottest

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	31	41,66	83,33	61,0110	11,03055
Postest	31	66,66	100,00	80,9226	8,88268
Valid N (listwise)	31				

Based on table 1 above, the results of the pretest or initial test were obtained with the aim of equalizing the training load for each subject, so that the differences in results achieved after being given treatment could be seen. Before carrying out the initial test, players are given time to warm up. In the pretest results, an average result was obtained of 61.0110 and then treatment was given so that the final test (posttest) resulted in an increased result of 80.9226.

Meanwhile, the following are partial test results (t test) as follows:

Tabel 2. Uji T Hasil Pretest dan Posttest

			Paired Differences						Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	Df	
Pair 1	Pretest - Postest	1.91161	65256	15271	83038	1.67928	3.739	30	,000

Based on the table above, the significance value shows 0.000>0.05, so it can be interpreted that Ho is rejected and Ha is accepted. The calculated t value for the variable is 3,739>1,697, which means that there is a significant influence of obstacle games on improving the gross motor skills of elementary school children.

Discussion

Based on the results of research that has been carried out, it can be seen that obstacle games have a big influence on improving the gross motor skills of elementary school children. This is explained by the results of descriptive statistical analysis, normality test, homogeneity test and statistical hypothesis test or t test.

The results of this research were described using descriptive statistical analysis with the posttest results being greater than the pretest results, which means that there was a change in the results after being given treatment. The results of this research are also in line with the results of previous research which revealed the impact or benefits of traditional sports activities on motor skills (Sutini, 2018). Such as research related to traditional Sundanese cultural games which are used as a means of stimulation for early childhood development (Satriana, 2013). Traditional games have also been proven to be able to improve gross motor skills in elementary school students (Dwipa, 2015; Kurniawati, 2015). Even traditional games are also used to improve motor skills in children with disabilities (Sholikan & Sudijandoko, 2019). Traditional games are also used in aquatic sports to improve elementary school students' swimming skills (Susanto & Listianingsih, 2019).

The traditional game of Hadangan itself is a traditional sports game that does not use any equipment like previous traditional games. The traditional sport of hindrance is played in teams by both men and women. The number of team members is 8 people consisting of 5 people as core players and the remaining 3 people as reserve players (Ashari, 2019). Through this traditional game of hadang, children's motor movement needs are facilitated because the characteristics of this game are that it is rich in movement tasks such as running, dodging, and so on. So that the gross motor skills of children who are given treatment in the form of the traditional hadang game can improve significantly.

CONCLUSION

Based on the research results that have been obtained through analysis, it can be concluded that: Based on the results of research analysis on obstacle games, it shows that there are significant differences. This means that there is an influence of increasing the ability of the obstacle game on improving the gross motor skills of elementary school children with t count greater than t table, which means that there is a significant influence of the obstacle game on improving the gross motor skills of elementary school children. So from the results of this research it can be concluded that obstacle games can improve gross motor skills in elementary school children.

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