

Traditional Games as a Tools for Increasing Students' Motor Skills and Effort to Preserve The National Culture

Sujarwo^{1*}, Sudardiyono², Hari Yulianto³, Yudanto⁴

¹Sport Science Faculty/Yogyakarta State University/ Colombo Street on 1/Yogyakarta

²Sport Science Faculty/ Yogyakarta State University/ Colombo Street on 1/Yogyakarta

³Sport Science Faculty/ Yogyakarta State University/ Colombo Street on 1/Yogyakarta

⁴Sport Science Faculty/ Yogyakarta State University/ Colombo Street on 1/Yogyakarta

*E-mail: jarwo@uny.ac.id.

Article submitted : 31 Januari, 2021
Review article : 6 Maret 2021
Accepted article : 27 Maret 2021

Abstract

Teachers have difficulty understanding the material about traditional games and sports (TSG). A preliminary study showed that some kindergarten teachers had not received material about TSG, so they are tough to implement them. Training on traditional games helps teachers to reintroduce and socialize them in schools. This community service method was material presentation and discussions using a website seminar (webinar) through the zoom application on 40 kindergarten teachers in Bantul district, Yogyakarta. The results showed that the mean/average difference in teacher comprehension before and after community service was 68.50 and 85.75, respectively. There was an increase in the teacher's understanding that traditional games can improve children's motor skills and make an effort to preserve the nation's ancestors' heritage. The conclusion shows that most Kindergarten teachers can understand the concept and application of traditional games to increase fine and gross motor skills of kindergarten students and indirectly maintain ancestral culture to strengthen the nation.

Keywords: traditional games; traditional sports; motor skill; children; ancestors.

Abstrak

Guru mengalami kesulitan dalam memahami materi permainan tradisional dan beberapa guru taman kanak-kanak belum pernah mendapatkan materi permainan tradisional sehingga sangat kesulitan dalam melaksanakan permainan terutama permainan tradisional. Adanya pelatihan permainan tradisional akan sangat membantu para guru dalam mengenal kembali permainan Tradisional karena setelah mengenal akan lebih mudah untuk memasyarakatkan permainan tradisional di Sekolah-sekolah. Metode pengabdian kepada masyarakat dilakukan dengan pemaparan materi dan diskusi menggunakan website seminar (webinar) dengan menggunakan aplikasi zoom. Jumlah peserta webinar sejumlah 40 orang guru taman kanak-kanak di kabupaten Bantul, Yogyakarta. Hasil pengabdian terdapat perbedaan mean/ rerata antara pemahaman guru sebelum pengabdian, yaitu: 68.50 dengan sesudah pengabdian, sebesar 85.75. Terjadi peningkatan pemahaman guru tentang permainan tradisional dapat meningkatkan kemampuan motorik dan dapat sebagai upaya melestarikan tinggalan leluhur bangsa. Kesimpulannya sebagian besar guru Taman kanak-kanak dapat memahami konsep dan juga penerapan permainan tradisional sebagai upaya peningkatan kemampuan motorik baik halus maupun kasar siswa taman kanak-kanak, secara tidak langsung juga mempertahankan budaya leluhur untuk menguatkan bangsa.

Kata Kunci: permainan tradisional; motorik; leluhur.

INTRODUCTION

In the past, children filled their spare time with traditional sports and games (TSG). The children never complained, criticized, or commented negatively about them. Therefore they were the prima donna of their time. Traditional games were not only performed during the day but also at night until late at night. They seem simple but have many positive elements taken from our ancestors' invaluable legacy. The current generation often underestimates and does not preserve and does not play them because of outdated. The development of modern technology does not always have a positive impact on children. The phenomenon

that has occurred recently shows that many digital games harm children. This situation will cause less activity in children because they are busy with gadgets, causing gross motor development delays. One of the games that can stimulate gross motoric development in early childhood is a traditional game called *engklek* (Perwitasari & Isnaini Herawati, 2016). The current generation must pass on traditional games as the legacy of the ancestors to the next generation. The unpreserved ancestral heritage will disappear and be challenging to recognize. Traditional sports are very beneficial for motor development in school-age children, especially children in Kindergarten. Play and actively move will stimulate children, especially motor skills. As the nation's children inherited from our ancestors, we should preserve and develop TSG so that the government views it as essential to make policies related to them.

Currently, the government is focusing on villages to be able to reintroduce traditional games. The village is a place for the community to take shelter, so in this place, it is effortless to reintroduce them to the community. For this reason, abandoned traditional games will quickly introduce and preserve at the same time. An essential figure in reintroducing Traditional games to society is the teacher. Teachers should well convey the material about TSG. But in fact, the role of kindergarten teachers in this matter is still far from society's expectations (Masita & Maimunah, 2021)

A preliminary study conducted in schools found that, in general, the teachers had difficulty understanding traditional games. Some kindergarten teachers never got material about them, so it was challenging to implement them. The interview results with kindergarten teachers in the Kretek sub-district showed that they expected an introduction to material about traditional games. Training on traditional games will greatly help teachers to reintroduce and socialize them in schools. Community Service activities carried out by the Faculty of Sport Science Universitas Negeri Yogyakarta care for the preservation of traditional games and at the same time help teachers, especially kindergarten teachers in sub-district Kretek, to reduce their difficulty in understanding traditional games. Through this training, the authors hoped that kindergarten teachers would find it easier to understand and convey traditional games to improve children's motor skills and preserve the nation's ancestors' cultural heritage.

Traditional Games are physical and spiritual activities carried out by children or adults, regardless of economic background, caste, or descent. This game is done voluntarily and from generation to generation in certain areas by using tools around it and are regional. Motor development is a series of latent events that include the entire process of controlling and regulating the functions of both physiological and psychological organs that cause movement. (Masita & Maimunah, 2021) Game is a fun activity to get pleasure for children and socialize and interact with their friends. Therefore, most peer relationships in childhood occur in games (Elsia Ketty, Syarwani Ahmad, 2020).

Traditional games for children are elements that give a particular characteristic to a culture. Therefore, they are also a cultural asset as a characteristic of a society to maintain existence and identity compared with other communities. The presence of them as cultural assets needs attention. Thus, traditional sports as cultural products are essential for every nation because they can show human activity in living history – other evidence cannot replace them. People begin to leave traditional games because they are considered ancient and exhausting. Further review shows that traditional games can directly contribute to 1) the physical formation of healthy, fit, challenging, superior, and competitive children; 2) mental change of sporty, tolerant, disciplined, and democratic children; 3) moral enhancement of responsive, sensitive, honest and sincere children; 4) increased social skills in children who can compete, cooperate, be disciplined, friendly, and have a nationality (Hasanah, 2016). Therefore, people must remember how essential traditional games are to fostering national personality in developing a cultured life. We must preserve the nation's cultural heritage. Apart from conservation, one manifestation of protecting the National cultural heritage can be writings about the past's cultural heritage.

Besides, traditional games are a top priority to be protected, fostered, developed, empowered, and subsequently passed on. This opinion emphasizes that they are essential because they are a national culture that influences children's development from an early age. According to the statement above, they must be

developed and preserved (Mahfud & Fahrizqi, 2020). It is unfortunate. Society has rarely done them lately. In the past, they play a role in getting to know and respecting each other between community members. Besides, they can also form a polite, confident, and honest society in life. Therefore, The Ministry of Education and Culture is very concerned about the emerging signs of neglecting traditional sports. *Gobak Sodor* traditional games can develop children's gross motoric skills and social behaviour (Erdiana, 2016). Traditional games affect children's gross motoric development in Aisyiyah Ngrenak Delingan Karanganyar Kindergarten (Sari, Surtikanti, & SH, 2018). They significantly affect children's perceptual-motor skills in Margawati II primary school, Garut city (Kusmiati & Sumarno, 2018). The traditional game of jumping rope affects gross motor development (jumping) among children aged 5-6 years in Negeri Pembina Kindergarten, Surabaya (Anggraini et al., 2018). There is effectiveness in the traditional game (*engklek*) to stimulate gross motor nerves in children. *Engklek* can increase their physical abilities (Utsman, Ni'mah, & Rohana, 2018). Teachers should facilitate motor skills as an aspect of development from an early age. As children age, their motoric development can be well coordinated. Every motor skills movement adapts to their needs or interests (Susanti et al., 2019). Ki Suradal says, "The importance of traditional sports as a moral responsibility to a generation. Nation's children should help restore their lost world and to *asih, asah, asuh* their world. We are the ones who make traditional games or often said to be traditional *dolanan* as a media to *tepong, srawung lan dunung* in children". The body needs an essential element in motor skills, including Strength, Endurance, Agility, Speed, Flexibility, etc. Traditional games are beneficial for the body's needs physiologically and psychologically. They are tools for increasing school-age children's motor development *engklek* (n): a game of jumping with one foot on the game field in the form of eight boxes and one picture of a mountain. *gobak sodor* (n): a group game consisting of two groups (each team consists of 3 - 5 people). The game's process blocks the opponent from passing over the line from first to the last row back and forth. To win this game, all group members must complete it in a predetermined field area. *asih asah asuh* (v): to educate, love, and nurtured *dolanan* (n): game *tepong, srawung, lan dunung* (v): to gather, interact and understand each other

SITUATION ANALYSIS

General Description

The characteristics of Kindergarten teachers in Bantul District vary in their educational levels and teaching experience. Likewise, the geographic location, the school's origin, and the teacher's residence (from the countryside to the city). The number of Kindergarten teachers involved in this community service program was 40 teachers from different schools. The distance between the community service team and the participants is far apart. Therefore, the authors used the zoom meeting application through a non-governmental organization (NGO).

Problems

Based on the survey and discussion, the target group's problems were the kindergarten teachers' lack of knowledge about traditional games, the lack of skills about them, and the limited facilities also infrastructure in providing them as an instrument for stimulating motor development in students.

The authors conducted a focus group discussion on the above problems and training on traditional games for Kindergarten teachers through the zoom application.

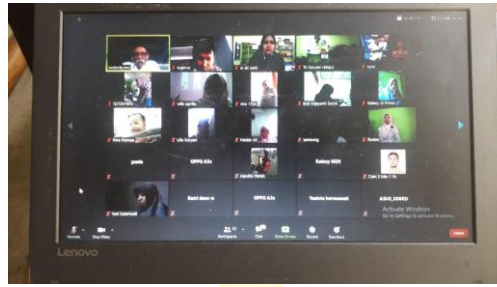


Figure 1. Webinar of traditional games to improve motor skills in Kindergarten students

METHOD

The community service method was carried out with a participatory educational approach through material presentation and discussion using a website seminar (webinar) with a zoom application. This activity implemented the research results on traditional games' effect on improving kindergarten students' motor skills (Masita, E. D., & Amalia, R. 2018). The target of this service was Kindergarten teachers, totalling 40 people in Bantul Regency. Two speakers gave the material about traditional games and children's motor skills in Kindergarten. The achievement indicator was increased knowledge score (cognitive) in Kindergarten teachers using an item instrument. The activity was held on July 5, 2020. The data analysis in this paper was a statistical test using the mean difference test (Masita, E. D., & Ristanti, A. D, 2020)

RESULT AND DISCUSSION

The result of community service was that all Kindergarten teachers could comprehend the concept and apply traditional games to increase fine and gross motor skills in kindergarten students and indirectly maintain the nation's ancestral culture. The following was the data on the comparison of Kindergarten teachers' knowledge levels in pre-test and post-test

Table 1. Pre and Post Test Results of Teacher Knowledge scores in Traditional Game

Knowledge score	%	Frequency		Mean	Percentage of an increased score (%)
		Pre	post		
Pre	40			68.5	17.5
50	2.5	1	0		
60	27.5	11	0		
70	52.5	21	0		
80	17.5	7			
Post	40			87.5	
80	47.5	19	19		
90	47.5	19	19		
100	5	2	2		

Table 1 shows the mean in the pre-test is 68.5, then rises to 85.75 in the post-test, resulting in an increased knowledge score of 17.5%. Kindergarten teachers should develop material in learning with traditional games to facilitate motoric skills – fine and gross motor skills – and indirectly introduce local culture to the next generation of the Indonesian nation (Ristanti, A. D., & Masita, E. D, 2021)

CONCLUSION AND SUGGESTION

Community service carried out to provide knowledge to kindergarten teachers in Bantul Regency, Special Region of Yogyakarta. It provides direct benefits to target audiences. For the next community service program, it would be better to use face-to-face or offline methods. Implementation with face-to-face methods would be more optimal by combining the concept of traditional games and the practice of playing them, so it would directly impact Kindergarten children.

ACKNOWLEDGEMENTS

A special thanks to Kindergarten teachers in Bantul Regency, Special Region of Yogyakarta, who are willing to participate in this community service program.

REFERENCES

- Anggraini, M. A., Karyanto, Y., & A.S, W. K. (2018). Pengaruh Permainan Tradisional Lompat Tali terhadap Perkembangan Motorik Kasar Anak Usia 5-6 Tahun. *Journal of Early Childhood Care and Education*, 1(1), 18. <https://doi.org/10.26555/jecce.v1i1.60>
- Elsia Ketty, Syarwani Ahmad, D. A. (2020). Pengaruh Permainan Gobak Sodor Terhadap Kemampuan Motorik Kasar Anak Usia 5-6 Tahun Tk Aba Tirtamulya Kecamatan Makarti Jaya. *Jurnal PAUD*, 3(1), 1–12.
- Hasanah, U. (2016). Pengembangan Kemampuan Fisik Motorik Melalui Permainan Tradisional Bagi Anak Usia Dini. *Jurnal Pendidikan Anak*, 5(1), 717–733. <https://doi.org/10.21831/jpa.v5i1.12368>
- Masita, E. D., & Amalia, R. (2018). Modul Triple C Parenting (Communication-Counseling-Child) Pada Anak Obesitas.
- Masita, E. D., & Maimunah, S. (2021). *Fine Motor Developmental Delay and Associated Factors among Children Aged 3-5 Years in Surabaya*. 19(1), 43–53.
- Masita, E. D., & Ristanti, A. D. (2021). THE DESCRIPTION OF KNOWLEDGE, PERCEPTION, ROLE, ROLE IMPLEMENTATION, EMOTIONAL CONNECTION IN PSYCHOSEXUAL DEVELOPMENT OF CHILDREN AGED 3-5 YEARS IN NEW NORMAL PERIOD AT THE SUBURBAN OF SURABAYA. *Jurnal Ilmu Keperawatan dan Kebidanan*, 12(1), 63-77.
- Masita, E. D., & Ristanti, A. D. (2020). Perbedaan Metode CBT Dengan Elip Terhadap Post Partum Blues Pada Urban Suku Madura. *Jurnal Kesehatan Saemakers Perdana*, 3(2), 177-185.
- Masita, E. D., Isnaini, Y., & Lestari, P. C. A. (2021, February). PEMBERDAYAAN EXS. NAPI REMAJA KECAMATAN KENJERAN. In *Seminar Nasional ADPI Mengabdikan Untuk Negeri* (Vol. 2, No. 2, pp. 146-151).
- Susanti, D., Novianti, R., & Puspitasari, E. (2019). Pengaruh Permainan Tradisional Jaluar Onau Terhadap Kemampuan Motorik Kasar pada Anak Usia 5-6 Tahun di TK Negeri Pembina 3 Kecamatan Marpoyan Damai Kota Pekanbaru. *PAUD Lectura: Jurnal Pendidikan Anak Usia Dini*, 3(01), 68–77.
- Ristanti, A. D., & Masita, E. D. (2021). Peran Kader dalam Mendorong Pemberian Asi Di Masa Pandemi Covid-19. *To Maega: Jurnal Pengabdian Masyarakat*, 4(1), 47-54.

UNUSA