

## Effect of Traditional Games of Bentengan and Sembilun towards the Raw Motor Skills of the Students of SD Negeri 9 Koba



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**ABSTRACT:** This research aims to describe the traditional games of Bentengan and Sembilun to improve raw motor skills. This research was conducted at SD Negeri 9 Koba (Koba 9 Elementary School), especially in the fifth grade. The research method was a quasi-experimental research method or quasi-experiment. The research subjects were 30 students consisted of 15 students for experimental group 1 and 15 students for experimental group 2. The data collection technique was a non-test of raw motor skills. The data analysis techniques used description tests, normality tests, homogeneity tests, and hypothesis tests. Based on the results of tests, the traditional games of Bentengan and Sembilun have a good effect towards the raw motor development. After the introduction of the traditional games of Bentengan and Sembilun, the children get familiar with these games and the children are not aware that their raw motor skills are also developing and it is proven by the results obtained from the overall research data, where there is an effect of Bentengan and Sembilun games towards the raw motor skills. Referring to the results of calculations carried out in the fortification game, a significant value of 0.008 is obtained with a significance level of 0.05 so that  $p < 0.05$  can be interpreted as meaning that the hypothesis is accepted. Hence, there is an effect between after and before using the traditional games of Bentengan and Sembilun.

**KEYWORDS:** Traditional Games, Bentengan, Sembilun, Raw Motor Skills

### I. INTRODUCTION

Play is an activity that is very familiar with human life. Traditional games of bentengan and sembilun are one example of thousands of traditional games in Indonesia. However, these traditional games are now eroding their existence little by little, especially in cities, maybe for children today many do not know traditional games even though traditional games are games inherited from the ancestors of the Indonesian people (Armen & Rahmalia, 2017).

It is hard to deny that traditional children's games in Indonesia seem to face a not-so-bright future. The apparent trend is that various forms of play are now unknown to many children, because they are rarely played. Even though many things can be taken advantage of from traditional games, one of which is tools that are easy to get and allow children to play with them, that's when children can release their creative ideas. Gross motor skills are the ability to use large muscles to be able to perform basic movements, such as locomotor movements, non-locomotor movements and manipulative movements. In learning, this gross motor skills development activity is inseparable from physical learning (Syarif, 2018).

In the development of the globalization era, many elementary school students do not know or even understand about recreational sports and traditional games (Hermawan & Dewi, 2022). They tend to be more interested in games that have sophisticated technology, which adversely affects students' motor growth to be slow, as well as making students lazy to exercise and forming apathy towards society, especially friends. Traditional games have recently declined among the current generation (Louth & Jamieson-Proctor, 2019; Anne Hafina et al., 2022). This initiative aims to minimize the impact of globalization, especially on elementary school children. In addition, preserving and being proud of the culture of local wisdom reflects the character of a nation (Hafina et al., 2022).

Based on the description above, traditional games play an important role in shaping the character of elementary school-age children so that traditional games need to be preserved by the community. Of the many traditional games that exist, traditional

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games of bentengan and sembilun are types of traditional games that still exist played by elementary school students including students of SD Negeri 9 Koba in the upper class, especially grade V. from an academic point of view sports education at SD Negeri 9 Koba which does not support in connecting children's motor development and technological advances make changes in the child's play process.

## II. METHODS

This study used a quantitative approach. With the design used is the *Quasi Experimental Research method* or pseudoexperiment. *Quasi Experimental Research* is a type of research method that has a control group and the experimental group is not randomly selected (Gopalan et al., 2020).

This study involved two experimental classes, namely experimental class 1 and experimental class 2, where these two classes were given different treatments. To determine the gross motor skills of students at SD Negeri 9 Koba obtained from tests conducted twice, namely before (*pretest*) and after (*posttest*). This research was conducted at SD Negeri 9 Koba. The population of this study is students in the upper grades of SD Negeri 9 Koba. The sampling technique in this study is by Purposive Sampling, which is one of the non-random sampling techniques where the sample is selected by the researcher having certain considerations in sampling or determining the sample for certain purposes (Campbell et al., 2020). The sample in this study was class V students (A and B) totaling 30 students, consisting of class A 15 students and class B 15 students, as well as the same teacher or homeroom characteristics covering the same disciplines and the same degree. In this study consists of two variables, the independent variable (*independent variable*) namely fortification game and sembilun. While the dependent variable is gross motor.

Data collection instrument techniques the data collection techniques used in this study were in the form of performance tests or by using non-gross motor ability test instruments. Non-gross motor test research consists of *pretest* and *posttest*. Researchers observed the children directly during the *pretest*, after which treatment / treatment was carried out in both classes which included experimental class 1 with fortification treatment and experimental class 2 with sembilun treatment as many as 5 activities each with different models. After treatment, *posttest* is carried out by observing children directly after treatment to each child. Validity test is used to measure research instruments, construction validity testing, can be used from expert judgment. Reliability is related to the consistency of measurement results.

Data analysis techniques in this study are descriptive tests, normality tests, homogeneity tests, and hypothesis submission with *Sample t-Test*. *Sample t-Test* is a test used to compare the difference between two means from two paired samples assuming normally distributed data (Montolalu & Langi, 2018).

## III. RESEACH RESULT

In this study, researchers obtained data from *the results of pretest* and *posttest* conducted in experimental and control classes. *Pretest* is a test given to students before being given treatment, while *posttest* is done after students are given treatment. Data in this study were obtained from *the pretest* and *posttest* scores of each class. *Pretest* is first given before the learning process, then given treatment, and finally give *posttest*. Thus, four students' gross motor data were obtained, namely, experimental class 1 *pretest* score, experimental class 2 *pretest* score, experimental class 1 *posttest* score, and experimental class 2 *posttest* score. Based on the results of the analysis of students' answers to the *pretest* questions given in both classes, the following analysis results were obtained.

Table 1. Description *pretest*

Class	Mean	Modus	Median	Std. Deviation	Skor Maximum	Skor Minimum
Experiment 1	61,47	50	62	7,46	73	50
Experiment 2	58,00	49	59	7,81	70	47

Based on the table above, the mean score and maximum score of experimental class 1 *pretest* are higher than the mean score and maximum score of *experimental class 2 pretest*. The table above also shows that the mode and median scores of experimental class 1 are greater than experimental class 2, which means that descriptively *the pretest* data in experimental class 1 is better than the experimental class 2 data. Furthermore, based on the results of the analysis of *posttest* questions given in both classes, the results of the analysis were obtained as follows.

Table 2. Description *Posttest*

Class	Mean	Modus	Median	Std Deviation	Skor Maximum	Skor Minimum
Experiment 1	82,47	74	84	5,63	90	74
Experiment 2	74,87	64	75	8,68	89	60

Based on the table above, the mean score and maximum score of experimental class 1 *posttest* are higher than the mean score and maximum score of experimental class 2 *posttest*. The table above also shows that the mode and median scores of experimental class 1 are greater than experimental class 2, which means that descriptively *posttest* data in experimental class 1 is better than experimental class 2 data.

Table 3. Normality Test Pretest

Class	N	<i>p-value</i>
Experiment 1	15	0,469
Experiment 2	15	0,275

Based on the results of the normality test in the table above, it is known that the *p-value* for *pretest* data in experimental class 1 and experimental class 2 is 0.469 and 0.275 respectively, this *p-value* is greater than the significance level of 0.05. This means that the assumption of normality is fulfilled.

Table 4. Normality Test Posttest

Class	N	<i>p-value</i>
Experiment 1	15	0,216
Experiment 2	15	0,849

Based on the results of the normality test in the table above, it is known that the *p-value* for *posttest* data in experimental class 1 and experimental class 2 is 0.216 and 0.849 respectively, this *p-value* is greater than the significance level of 0.05. This means that the assumption of normality is fulfilled.

Table 5. Homogeneity Test Summary

Test	<i>p-value</i>
<i>pretest</i>	0,659
<i>posttest</i>	0,149

Based on the results of the homogeneity test data in the table above, it is known that the first *p-value* *pretest* is 0.659, greater than the significance level of 0.05. This means that between the *pretest* data of experimental class 1 and experimental class 2 have homogeneous data variance. Second, the *posttest p-value* is 0.149, greater than the significance level of 0.05.

Table 6. Test Results *Pretest*

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t-count	df	p-value
1,243	28	0,224

Based on the results of the *t-test* data in the table above, it is known that the *p-value* is 0.224, greater than the significance level of 0.05. This means that  $H_0$  is accepted or not, there is a significant difference in *the average pretest* between experimental class 1 and experimental class 2. Thus, the initial ability of students in both classes is equal, so that if there is a difference in the *posttest* it is caused by differences in the treatment given.

**Table 7. Test Results t Posttest**

t-count	df	p-value
2,846	28	0,008

Based on the results of the *t-test* data in the table above, it is known that the *p-value* price is 0.008, smaller than the significance level of 0.05. This means that  $H_0$  was rejected or there was a difference in the average gross motor skills of children in experimental class 1 using traditional fort games and children in experimental class 2 using traditional sembilun games.

#### IV. DISCUSSION

The results of the *t test* with the average value of experiment 1 were superior to experimental class 2, namely with a difference of 7.06, the average value of experimental class 1 was 82.47 while experimental class 2 was 74.87. This study supports children's gross motor skills through traditional games of fort and sembilun. As for using traditional games, bentengan and sembilun can strengthen the child's large muscles. After the treatment and calculation results carried out by the researchers, it was seen that there was a difference in the effect between the results of obtaining scores in experimental class 1 after being treated with traditional bentengan games higher than the acquisition of experimental class 2 scores treated with traditional games sembilun.

Gross motor skills are all about using the large muscles in a child's body to move. As they get older, a child's gross motor skills get better. To help this, games are needed that can improve children's gross motor development, to be appropriate for their age and not interfere with the development of children in the next stage. Gross motor skills are the ability to move intact and thoroughly in involving large body muscles. To obtain efficient motion and basic traits in better motor development. Play is one of the very important activities for children because it helps children use energy and express emotions. Play is a very important activity in the development of children's aspects, especially in motor. According to Santroc said traditional games are fun activities that are carried out for the benefit of the activity itself. Play activities allow children to release physical energy and free pent-up feelings. Traditional games are ancestral games played long ago.

According to James, traditional games are a form of children's games that can also be played by adults. This result is in line with the opinion of Fajar Anugrah, 2020 in his research bentengan is one of the traditional games that can develop children's gross motor skills, namely running and jumping. When the game starts, all players will run around to guard their fortress and capture the opponent's fortress. The elements contained in the bentengan game can train children's physical fitness (Prasetio & Praramdana, 2020). While sembilun games can also develop children's gross motor skills, namely by running and jumping.

Traditional games themselves have many benefits such as children can develop insight, children can hone intelligence according to novi mulyani (in Silvia, 2022). The benefits of traditional play for children are that they can develop children's creativity in ideas or learning, improve social skills, increase a sense of brotherhood, can hone interpersonal intelligence, natural intelligence, train familiarity with nature and support sportsmanship values (Febryansari et al., 2022). Furthermore, when children carry out traditional fort and sembilun game activities, students at SD Negeri 9 Koba train their development through traditional fort and sembilun games. This is evidenced by the results of research data that show an increase in gross motor development. From before and after, before using the traditional game of bentengan, a *pretest* score of 61.47 and a sembilun game of 58.00 was obtained because when doing traditional bentengan games children before being taught directly, how to play traditional games, while after carrying out traditional fort game activities and sembilun increased with a *posttest* score of bentengan game of 82.47 and sembilun game of 78.87. This is because when doing traditional bentengan and sembilun game activities, children do it directly and already know how to play.

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Based on the results of tests that have been carried out as a whole, traditional games of bentengan and sembilun have a good influence on gross motor development. After the existence of traditional fort and sembilun games, children understand playing with these games and are not aware by children if gross motor development is also developing and evidenced by the results obtained from overall research data where there is an influence of fort and sembilun games in gross motor development. Referring to the results of calculations carried out using the SPSS program in the bentengan game, a significant value of 0.008 was obtained with a significance level of 0.05 so that  $p < 0.05$  could be interpreted that the hypothesis was accepted. In accordance with the formulation of the hypothesis which states that if the  $p$  value  $> 0.05$  then no influence is caused between after and before using the traditional game of fort and sembilun and if the  $p$  value is  $< 0.05$  then there is an influence caused between after and before using the traditional game of bentengan and sembilun.

### V. CONCLUSIONS

The results of the  $t$  test with the average value of experiment 1 were superior to experimental class 2, namely with a difference of 7.06, the average value of experimental class 1 was 82.47 while experimental class 2 was 74.87. This study supports children's gross motor skills through traditional games of bentengan and sembilun. As for using traditional games, bentengan and sembilun can strengthen the child's large muscles. After the treatment and calculation results carried out by the researchers, it was seen that there was a difference in the effect between the results of obtaining scores in experimental class 1 after being treated with traditional bentengan games higher than the acquisition of experimental class 2 scores treated with traditional games sembilun. Before being treated, a *pretest* is first carried out, which is in the form of a non-gross motor ability test instrument in both classes.

In experimental class 1, the highest pretest 73, the lowest pretest 50, the average *pretest* 61.47, the median 62, and the standard deviation 7.46. In experimental class 2, the highest pretest score was 70, the lowest pretest was 47, the *average pretest* was 58.00, the median was 59 and the standard deviation was 7.81. After a two-day *pretest* was carried out to the class that was used as the object of research, namely class V<sup>A</sup> as experimental class 1 and class V<sup>B</sup> as experimental class 2, then the two classes were given different treatment for 5 meetings, after the fifth meeting was over or the last meeting, both research classes for two days were *posttested*. The average scores obtained by students in both research classes showed different numbers.

Experimental class 1 obtained the highest posttest score of 90, the lowest posttest score of 74, the average *posttest* of 82.47, the median of 84, and the standard deviation of 5.63. Experimental class 2 obtained the highest posttest score of 89, the lowest posttest score of 60, the *posttest Mean* of 74.87, the median of 75, and the standard deviation of 8.68. From the *posttest* results, it can be seen that the value of experimental class 1 using traditional fortification games is much higher than the value of experimental class 2 using traditional bentengan games. This means that traditional bentengan games are effectively used for children's gross motor skills, especially in class V. This is also shown by  $t$ -test pretest scores and *posttest* gross motor skills in experimental class 1 and experimental class 2. This pretest and *posttest*  $t$ -test test is performed to compare the difference between two means from two paired samples assuming normally distributed data. From the calculation of the average difference test of gross motor ability seen if  $< 0.05$  then  $H_0$  is accepted. In the *pretest-posttest*  $t$  test, it can be seen that the probability value in significance is 0.008. It can be concluded that there is a difference in the average gross motor skills in experimental class 1 using traditional bentengan games and in experimental class 2 using traditional sembilun games.

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