

Effectiveness of Traditional Game-Based Physical Education Learning Model for Improving the Basic Movement Skills, Cooperation, Self-Confidence, and Discipline of the Senior Students of Elementary School

Agus Supriyanto¹, WawanSundawan Suherman¹, Erwin Setyo Kriswanto¹, Yudik Prasetyo¹, Ahmad Nasrulloh¹, Martono¹, Gunatevan Elumalai²

¹ Department of Sports Science, Faculty of Sports and Health Sciences, UniversitasNegeri Yogyakarta, Indonesia

² Faculty of Sport Science and Coaching, UniversitiPendidikan Sultan Idris, Malaysia

Abstract:-This research aims to evaluate how well upper elementary school students on the basic movement abilities, cooperation, self-confidence, and discipline are improved by the traditional game-based Physical Education learning model and to determine the effectiveness of the traditional game-based physical education learning model for basic movement skills, cooperation, self-confidence and discipline for upper elementary school students. Traditional games are games that have cultural value and are unique to Indonesia. Traditional games were used in physical education lessons for upper elementary school students in order to perform this study. Pretest-posttest (one group pretest-posttest) was an experimental method with trial design used in this study. 22 fourth grade students from SD NegeriSamirono (Samirono State Elementary School) served as samples for this research. The research was conducted at SD NegeriSamirono from May to June 2023. The second research was carried out. The data was analyzed by using T test analysis in SPSS 23 to determine the efficiency of the typical game-based learning methodology. The significance value of the results is at 0.000, indicating that there is a significant difference, implying that the traditional game-based learning model is effective for improving students' basic movement skills, and the results of the analysis of the pretest and posttest results show that each student has cooperative, confident, and discipline attitudes. It is found that each student's average score rises. Even though the categories are all in the same category, the increasing percentage rate indicates that the traditional game-based learning approach is successful for promoting cooperation, self-confidence, and discipline among the elementary school senior students.

Keywords: Effectiveness, learning model, traditional games, students

1. Introduction

Education is a systematic and structured process or endeavor to convey knowledge, skills, values, and culture from one generation to the next (Özer&Suna, 2019). Education is defined as a systematic process of learning and developing skills, knowledge, values, and understanding (Harrison et al., 2023). Ki HajarDewantara, the Father of Indonesian National Education, defined education as the demands in life for children's growth. What this means is that education guides all of the natural strengths that exist in children so that they, as individuals and members of society, can attain the highest level of safety and enjoyment (Pristiwanti et al., 2022).

According to Law Number 20 of 2003, education is a consciously planned effort to create a learning environment and learning process in which students actively participate in developing the potential for religious

spirituality, self-control, personality, intelligence, noble morals, and the skills required in themselves, society, nation, and state. As a result, education is a person's attempt to improve and advance themselves. Formal education (such as schools and universities), non-formal education (such as courses and training), and informal education (such as learning via everyday experiences) are all forms of education (Cheng et al., 2020).

A pursuit of education is a learning process that can be interpreted as an interaction between teachers, students, teaching materials, and the learning environment with the goal of ensuring that students experience positive changes (S. Lestari, 2018). In its evolution, the term education or pedagogy refers to purposeful guiding or learning help supplied by adults for children to become adults (Djamaluddin, 2014). In the educational setting, studying and learning are two concepts that are closely associated, and these two notions play a significant part in the educational process and individual growth (Megawanti, 2015).

Individuals develop new knowledge, skills, understanding, or experience through teaching, observation, experience, or engagement with their surroundings (Azis, 2019). Physical Education learning is a process in which students develop knowledge, skills, attitudes, and understanding of physical, sports, and health components. Bangun (2012) describes the learning process. Physical education is an educational subject or field of study that focuses on physical development, motor skills, sports, and understanding health and healthy lives (Rismayanthi, 2011). Because the Physical Education learning process is an inseparable aspect of the total learning process, it is an intriguing issue to investigate further. Aside from that, Physical Education is a structured activity that provides a stimulus for growth and development to achieve superior education. Physical education is a learning process that produces good outcomes such as proficiency in basic motions and sports practices, as well as the ability to build and develop affective, cognitive, and social relationships (Fardhany, 2016).

The success of the Physical Education program is undoubtedly influenced by hereditary factors, student participation in sports, teacher effectiveness in Physical Education lessons, and the availability of Physical Education infrastructure (McKenzie & Lounsbery, 2013). However, elementary school pupils' physical health and basic movement abilities need to be enhanced. This suggests that the quality of physical education instruction in primary schools must be enhanced. A Physical Education teacher at an elementary school must carefully grasp how to organize each piece of material that will be delivered to children (Czerniewicz et al., 2019). Physical activity can be classified into numerous forms, including floor exercise, rhythmic activity, rhythmic exercise, and aerobic exercise. Similarly, teachers' abilities must be developed in order to overcome obstacles by creating appealing, effective, and efficient models that aim to promote optimal learning. Physical education teachers are supposed to be able to construct appropriate forms of learning aimed at improving movement skills, teamwork, self-confidence, and discipline.

Children can acquire the ideals found in various sports activities through sports, such as games with specific rules that benefit all parties and prevent conflict (Kusumawardana et al., 2022). Games can also help children learn to socialize (Mahfud & Fahrizqi, 2020). However, it is rarely mentioned that by participating in sports with similar activities and interests, you can exchange experiences in groups that can be altered via conversation and contact. Nowadays, social advancements in sports are becoming more advanced, and there are several phenomena that influence the dynamics of social connections in society. Sports for the younger generation also aim to maintain and improve health and fitness, achievement, quality, instill moral values and noble character, sportsmanship, discipline, strengthen and foster national unity, strengthen national resilience, and raise the nation's honor, dignity, and integrity. Privilege at the national level (Pradipta, 2015).

Because the process of growth and development occurs concurrently with the golden age, elementary school students are in a unique development process. This is the best moment to discover all your child's potential. The golden era only lasts once in a lifetime; potential or talents can already be spotted during this time, but whether a teacher can explore them or not. According to studies, a kid's sensitive learning phase begins when the child is in the womb and lasts throughout the first 1000 days of his or her life (Alucyana, 2017). Approximately 50% of human intelligence occurs at the age of four, 80% at the age of eight, and 100% between the ages of eight and

eighteen. Another study claims that giving a stimulus based on love to youngsters aged birth to three years can stimulate 10 trillion brain cells (Safira&Hidayah, 2022).

Physical Education is an area of Basic Competencies (KD) that involves training a variety of basic locomotor and manipulative movement patterns based on movement ideas in the form of simple games and/or traditional games. This is consistent with Indonesia's rich culture, which includes traditional games. Various statistics demonstrate that Indonesia has a high level of cultural diversity, beginning with linguistic differences, ethnic differences, religious variations, diverse customs, and various cultural treasures that extend into the realm of sports (Muhyi&Purbojati, 2014). Traditional games are culturally significant sports. Traditional games were quite popular in Indonesia before technology arrived, and children used to play traditional games with improvised equipment (Saputra, 2017). Traditional games are a cultural legacy that must be conserved in a country since they are popular at all levels of society, including Indonesia (Hanief&Sugito, 2015).

Traditional games can also help youngsters enhance their fundamental skills and physical abilities (Saputra&Ekawati, 2017). Indonesia features a range of traditional games that are distinctive (Anggita, 2018; Rusli et al., 2022). Traditional games are those that make youngsters happy and that allow them to learn about Indonesian culture (Kamid et al., 2022; Putranta et al., 2022). According to Mashuri (2021), traditional games are games that have been passed down from ancestors from generation to generation and have noble values that can act as reinforcement in improving character values and getting to know Indonesian cultures through traditional games. All Indonesian archipelago areas have their own traditional games with distinct peculiarities that are played in their different regional languages (Hayati&Hibana, 2021). Each region in Indonesia has its own traditional games based on the culture passed down from ancestors and different cultures (Syamsuramel et al., 2019).

There are various traditional games that can be utilized to teach Physical Education, such as gobaksodor, bentengan, kasti/rounders, and 'cat and mouse'. Some of these traditional games can be utilized to teach basic movement skills, teamwork, self-confidence, and discipline in physical education classes. Traditional games are seen to have a greater impact on the development of children's potential. When compared, modern games emphasize individualism, whereas traditional games encourage children to socialize and collaborate in groups (Anisah&Holis, 2020). The aforesaid issues are exacerbated by the findings of five elementary school physical education teachers, who stated that: (1) Physical Education has taught basic movement skills such as locomotor, non-locomotor, and manipulative motions, but many students have not learned basic movement skills properly, so the movements that are done are still not flexible and good. (2) some students are not yet confident enough to demonstrate movements, (3) students in implementing their learning have implemented a cooperation system, but it is not yet clear and not optimal in the aspect of cooperation, (4) the teacher has trying to apply various learning models and methods in the Physical Education learning process, but there are still learning models and methods that have not been mastered, so the learning process is still monotonous because it lacks variety.

According to these findings, student and teacher factors are significant barriers to adopting physical education learning to develop basic movement skills, cooperation, self-confidence, and discipline. The objective of this study is to see how well a typical game-based physical education learning model works for improving basic movement skills, cooperation, self-confidence, and discipline of the elementary school senior students.

2. Material and Methods

This research was conducted by implementing traditional games in physical education learning for upper elementary school students. This research used an experimental method with a trial design, namely a pretest-posttest design (one group pretest-posttest design). The number of samples in this study was 22 students in Grade IV of SD NegeriSamirono (Samirono State Elementary School). The place of research was carried out at the SD NegeriSamirono. This research was conducted from May to June 2023. The analytical technique used to analyze the data was T test analysis using SPSS 23 to see the effectiveness of the traditional game-based learning model.

Table 1. Learning Model

Traditional Game-Based Learning Model		
A. Grand Theory: The main theories and supporting theories used as a basis for developing traditional game-based learning models include Fitts and Posner's motor learning stage theory (in Magill, 1993); Transfer of learning theory; Dynamic system theory and growth principles (Bahtiar, 2016); Constructivist Theory (Schunk, 2003); Bandura's Social Cognitive Learning Theory (in Schunk, 2003: 120-121); and Joyce, Weil, and Calhoun's (2009) Learning Model.		
B. Syntax/Stages of Activity The syntax or stages of the learning process are the steps or stages of the learning process that must be carried out by teachers and students. The learning syntax includes the following activities.		
1.	Activity Stages	Description of activities
2.	Introduction	Teacher Activities: 1. Line up the students 2. The opening greeting begins with a prayer. 2. The teacher checks attendance and checks the condition of the students. 3. The teacher delivers material, learning objectives and divides teams for learning 4. The teacher gives warm-up movements to the students
3.	Core Activity	Asking: The teacher asks the students about various traditional games and the teacher gives appreciation to the students. Observing: 1. The teacher introduces various types of traditional games (name, origin of the game, and how to play) 2. The focus of this traditional game activity is to improve basic movement skills, self-confidence, cooperation, and discipline Reasoning: Students conduct discussions to develop traditional game strategies Trying: Students play 4 traditional game models that have been developed and modified according to the teacher's instructions 1) Boy-Boynan Game 2) GobakSodor Game 3) Betengan Game 4) Ingklik game Communicating: Students convey the benefits of learning orally in front of peers and teachers
4.	Closing	The teacher gives awards to the winning team The teacher carries out an evaluation in the form of an oral test to find out knowledge about traditional games The teacher presents the conclusions of the learning and its benefits The teacher leads the cooling down The teacher closes the learning by praying
C. Social System 1. Teacher as facilitator and moderator 2. Students participate actively in observing and discussing		
D. Reaction Principle 1. The teacher introduces various types of traditional games (name, origin of the game, and how to play) 2. Students hold discussions to develop traditional game strategies		
E. Support System		

1. E-book: <i>Model Aktivitas Jasmani Yang Edukatif dan Atraktif Berbasis Dolanan Anak</i> (Educational and Attractive Physical Activity Model Based on Child's Play). Wawan S. Suherman, Dapan, Soni Nopembri, Nur Rohmah Muktiani (2015). UNY Press.
2. Videos and pictures of the traditional games Boy-Boynan, Gobak Sodor, Betengan and Engklek
3. LKPD (Students' Worksheet)
F. Impact Model
1. After seeing pictures and videos of traditional games, students can practice traditional game activities.
2. After paying attention to the teacher's explanation, students can practice the traditional games of <i>Boy-Boynan</i> , <i>Gobak Sodor</i> , <i>Betengan</i> and <i>Engklek</i> .
3. After carrying out learning activities, students' basic locomotor, non-locomotor and manipulative movement abilities increase
4. After carrying out learning activities, students' abilities in the aspects of cooperation, self-confidence, and discipline increase

3. Result

From the data as it was obtained, then analyzed, the following research results were obtained:

Table 2. Categories of Validity Values of Traditional Game-Based Learning Models

Score	Category
$0,80 < V \leq 1,00$	Very High
$0,60 < V \leq 0,80$	High
$0,40 < V \leq 0,60$	Medium
$0,20 < V \leq 0,40$	Low
$0,00 < V \leq 0,20$	Very Low

Table 3. Result of Aiken V for the Validation Instrument of Learning Expert

No	Aspect	Indicator	V	Category
1	Clarity	Clarity of instructions for filling out the questionnaire	1	Very High
2		Statement sentences are easy to understand	0,875	Very High
3		Clarity of statement items	1	Very High
4	Relevance	Statements relating to research objectives	1	Very High
5		Statements are in accordance to the aspects you want to achieve	0,875	Very High
6		Statements are in accordance with Cooperation indicators	0,875	Very High
7		The statement corresponds to the	1	Very High

		Confidence indicator		
8		Statements are in accordance to discipline indicators	0,875	Very High
9	Language	The language is easy to understand	0,875	Very High
10		The language used is effective	1	Very High
11		Writing in accordance with EYD (Correct Spelling)	1	Very High

Table 3 shows the validation results of the two learning experts which were analyzed using Aiken V analysis. The scores from each validator for each item are added up and calculated using the Aiken V formula, so that the V value is obtained in the table. Out of the 11 items that were validated objects, they were included in the very high category with an average Aiken V value of 0.94. This means that all items in the instrument are considered valid to be used.

Table 4. Result of Aiken V for the Validation Instrument of Material Expert

No	Aspect	Indicator	Statement	V	Category
1	Content/ Material	KD 4.1	Conformity of the values in the game with the material and themes taught	0,91666 7	Very High
2			Suitability of selection of teaching materials	0,91666 7	Very High
3			Suitability of choosing the type of traditional game	0,91666 7	Very High
4			Draft of Traditional game-based learning model can improve basic movement skills (locomotor, non-locomotor, and manipulative)	0,91666 7	Very High
5			Draft of Traditional game-based learning models can improve cooperative behavior	1	Very High
6			Draft of Traditional game-based learning models can improve self-confident behavior	0,91666 7	Very High
7			Draft of Traditional game-based learning models can improve disciplined behavior	0,91666 7	Very High
8	Constructi on	Students' Ability	Draft of Traditional game-based learning model according to the level of elementary school senior students	1	Very High
9		Teachers' Ability	Draft of Traditional game-based learning model in accordance with the teacher's teaching abilities	0,91666 7	Very High
10		Learning Process	The learning process in the draft traditional game-based learning model is in accordance with the	1	Very High

			elementary school Merdeka Curriculum (Phase B)		
11			The model developed is attractive	0,91666 7	Very High
12			The steps in the learning model developed are easy to carry out	0,91666 7	Very High
13		Scientific Approach	Draft of Traditional game-based learning model provides students with the opportunity to observe	1	Very High
14			Draft of Traditional game-based learning model provides students with the opportunity to ask questions	0,91666 7	Very High
15			Draft of Traditional game-based learning model gives students the opportunity to try	1	Very High
16		Facilities and Infrastructure	The facilities and infrastructure used for learning are affordable	1	Very High
17			Equipment for learning is safe	1	Very High
18			The equipment used in learning is easy to obtain	0,91666 7	Very High
19	Language	Spelling	The writing of learning steps uses standard language according to EYD (Correct Spelling)	0,91666 7	Very High
20		Clarity	The use of words in the draft learning model is easy to understand	1	Very High

The results of material expert validation are shown in table 5. The scores from each validator for each item are added up and calculated using the Aiken V formula, so that the V value is obtained in the table. Of the 20 items that were validated objects, they were included in the very high category with an average Aiken V value of 0.95. This means that all items in the instrument are considered valid to be used.

The questionnaire reliability test was calculated based on Cronbach's Alpha formula, with the help of SPSS 16.0, in this study there were two reliability tests, namely from the results of the validation questionnaire from learning experts and material experts. A research instrument can be said to be reliable if the results of the analysis of the instrument r-alpha are compared with the r table value. From the results of the reliability test of the learning expert validation questionnaire, the following results were obtained:

Table 5. Reliability Test from the Learning Expert

Reliability Statistics

Cronbach's Alpha	N of Items
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Reliability Statistics

Cronbach's Alpha	N of Items
.813	11

Based on the output in table 5, it is found that the Cronbach's Alpha value is at 0.813. Meanwhile, the r table value sought in the distribution of r table values at a significance of 5% for many N = 11 is at 0.602. Hence, if you look back at the basis for decision making, the Cronbach's Alpha value > r table, it can be concluded that the learning expert validation questionnaire is declared reliable. Meanwhile, for the reliability test results of the material expert validation questionnaire, the following results were obtained:

Table 6. Reliability Test from the Content Expert

Reliability Statistics

Cronbach's Alpha	N of Items
.451	20

Based on the output in table 6, it is found that the Cronbach's Alpha value is at 0.451. Meanwhile, the r table value sought in the distribution of r table values at 5% significance for many N = 20 is at 0.444. Hence, if we look back at the basis for decision making, the Cronbach's Alpha value > r table, it can be concluded that the learning expert validation questionnaire is declared reliable.

Table 7. T-test (Effectiveness)

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PretestshuttlerunPosttestshuttlerun	.98909	.42008	.08956	.80284	1.17534	11.044	21	.000
Pair 2	Pretest throw and catch - Posttest throw and catch	-4.227	2.349	.501	-5.269	-3.186	-8.441	21	.000

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 3	Preteststorkstand – Postteststorkstand	-1.548821	17.44364	3.71900	-23.22226	-7.75410	-4.165	21	.000
Pair 4	Pretest sprint – Posttest sprint	1.18500	.58406	.12452	.92604	1.44396	9.516	21	.000

The significance value is at 0.000, so this result shows a significant difference, so it can be concluded that the traditional game-based learning model is considered effective for improving students' basic movement skills.

Table 8. Results of the Pretest-Posttest of Cooperation, Self-Confidence, and Discipline

No	Pretest		Posttest	
	Percentage	Category	Percentage	Category
1	74	Good	84	Very Good
2	84	Very Good	89	Very Good
3	79	Very Good	84	Very Good
4	68	Good	89	Very Good
5	74	Good	95	Very Good
6	74	Good	79	Very Good
7	84	Very Good	89	Very Good
8	79	Very Good	89	Very Good
9	74	Good	84	Very Good
10	89	Very Good	95	Very Good
11	68	Good	79	Very Good
12	84	Very Good	95	Very Good
13	89	Very Good	89	Very Good
14	74	Good	89	Very Good
15	89	Very Good	100	Very Good
16	74	Good	79	Very Good
17	84	Very Good	89	Very Good
18	74	Good	89	Very Good
19	84	Very Good	100	Very Good
20	84	Very Good	100	Very Good
21	74	Good	95	Very Good
22	74	Good	84	Very Good
Average	79	Very Good	89	Very Good

Based on the table 8 containing observing the attitude of cooperation, self-confidence, and discipline of each student, it is found that there is an increase in the average score. Even though the categories are included in the same category, the increasing percentage rate shows that the traditional game-based learning model is

considered effective for increasing cooperation, self-confidence, and discipline of the elementary school senior students.

4. Discussion

An educational procedure is required to develop excellent human resources. The educational process consists of various elements such as educational objectives, students, educators, learning process, learning infrastructure, learning time, and environment, and these elements are an inseparable unit in order for each element to play a role as optimally as possible in order to achieve good education quality (Lestari, 2017). Physical education in elementary school is an important part of overall education because it aims to promote not only kids' physical fitness but also their social and emotional development. To improve physical education learning, traditional game-based learning approaches have become the focus of study and implementation in several nations.

Running, jumping, dodging, and throwing are all common physical activities in traditional games (Dike et al., 2023). Students can naturally enhance their basic movement skills by actively participating in traditional games. This activity aids in the development of coordination, balance, flexibility, and physical strength. Students will improve their basic movements in everyday life by playing on a regular basis (Machmud et al., 2021). Traditional games frequently include teamwork, and whether playing games like sepaktakraw, bola kasti, gobaksodor, egrang, or other traditional games, students must collaborate with their friends to attain a common goal, which fosters cooperation, communication, and skills. Students learn to work together, respect each other's roles, and resolve disagreements in a good manner (Manihuruk et al., 2022).

Traditional games require teamwork; for example, whether playing sepaktakraw, egrang, or other traditional games, students must collaborate with their peers to reach a common goal; this fosters excellent teamwork, communication, and understanding abilities (Yudiwinata, 2014). Students learn to collaborate, respect one another's positions, and handle problems constructively (Hwa, 2018). Traditional games frequently necessitate teamwork. Students must collaborate with their friends to attain a common goal when playing games like sepaktakraw, bola kasti/rounders, egrang, or other traditional games. This fosters strong cooperation, communication, and team comprehension abilities. Students learn to collaborate, respect each other's positions, and settle disagreements in a constructive manner, as well as to have a hardworking attitude (Yachsie et al., 2023).

Students shared their experiences with others using a standard game-based learning paradigm. Students learn how to collaborate to attain common goals, experience joy from joint wins, and suffer failures together, which helps students develop a sense of unity and solidarity, which can improve motivation to collaborate (Spires et al., 2011). Students participate in collaborative activities in traditional game-based learning model. Students must work in teams or groups with friends to achieve common goals, and they must learn how to participate constructively in cooperative circumstances, listen to other people's perspectives, and respect the position of each team member. The classic game-based physical education learning model is a good way to get students to cooperate. Students can comprehend the value of cooperation in life through collaborative experiences, building communication skills, learning together, resolving conflict, and increasing empathy.

The traditional game-based learning model provides a level of complexity that is appropriate for pupils of varying physical abilities. Students can succeed by actively participating in traditional games. Traditional game-based learning techniques foster a culture of acknowledgment and appreciation. Positive feedback from teachers or coaches can be given to kids who do well or demonstrate good improvement in the game. This type of acknowledgment can boost kids' self-esteem since they feel appreciated and recognized for their efforts and accomplishments. Students have the option to lead in traditional games. Traditional game-based physical education learning approaches can be quite helpful in building students' self-esteem.

Traditional game-based learning techniques can assist students in comprehending the significance of order and routine. Students learn that repetition and consistency are required to improve skills in traditional games; this may be transferred to other activities outside of physical education where order and routine help to create discipline (Sulistiyono et al., 2021). The classic game-based learning paradigm has rules that all students must

obey. Students must understand and observe these rules to participate effectively in the game. This teaches students the value of rules and compliance with regulations in a positive environment that can be applied in other aspects of life, such as the classroom or at home. Traditional game-based physical education learning strategies can help students improve their discipline. Students can internalize disciplinary ideals that will aid them in numerous facets of life by comprehending rules, experiencing consequences, learning responsibility, orderliness, and developing self-control skills.

5. Conclusions

The significance value of the results is at 0.000, indicating that there is a significant difference, and it can be concluded that the traditional game-based learning model is effective for improving students' basic movement skills, and the results of the analysis of the pre-test and post-test results show that each student has an increase in the average score. Even though the categories are all in the same category, the increasing percentage rate indicates that the traditional game-based learning approach is successful for promoting cooperation, self-confidence, and discipline among upper elementary school pupils. The research findings indicate that the traditional game-based physical education learning model is effective in improving basic movement skills, cooperation, self-confidence, and discipline in upper elementary school students, implying that the traditional game-based physical education learning model can be used by teachers to improve basic movement skills, cooperation, self-confidence, and discipline in elementary school students

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