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## Improving the Results of Basic Running Movements Through Traditional Games Based on Discipline and Cooperation in Physical Education Learning

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**Abstract.** The aim of this research is to improve the results of basic running movements by playing traditional games with students at State Elementary School 060878. This research uses the Classroom Action Research (PTK) method. The subjects of this research were 30 students. Based on the research results, there were results for improving basic running movements in students at State Elementary School 060878. Before being given complete action, the results of basic running movements at the Pre-Cycle stage with good grades were 12 students or 40%. then given actions with traditional games for basic running movements in cycle I, the results of basic running movements were completed with a good score of 15 students or 50%, then given more actions with traditional games for the results of basic running movements in cycle II stage, achieving completeness for 8 students with Very good marks and 15 students got good marks. So those who have reached the KKM are 23 students or 77%.

**Keywords:** Traditional Games, Basic Running Movements, Discipline and Cooperation

### 1 Introduction

Physical education is a process of educating a person as an individual or member of society which is carried out consciously and systematically through various physical activities to obtain physical growth, health and physical fitness, abilities and skills, intelligence and harmonious development of character and personality in the context of forming quality Indonesian people. based on Pancasila. The term physical education is explicitly differentiated from sport. In a narrow sense, sport is identified as physical exercise (Arifin, 2017). Physical education, sports and health (PJOK) is an important part of the entire educational process with the aim of improving physical fitness to develop and maintain the condition of the human body. This is proven by the existence of PJOK in every school through sports and games. Sports are movements carried out specifically in accordance with sports which have various goals and directions so that sports are important for everyone's social life. Physical education in schools, apart from maintaining the stability of students' physical fitness, also acts as a medium for

instilling the sports values contained therein, namely politeness, discipline, honesty, sportsmanship, responsibility, never giving up, and a healthy lifestyle (Handoko & Gumantan, 2021). Character education is the process of instilling good morals in students. Good morals are included here, namely having an attitude of discipline, respect and a sense of responsibility. Considering that nowadays Indonesian cultural values, children's attitudes and behavior have decreased. The above phenomenon indicates that character education is very urgent to be implemented, especially in Early Childhood Education up to Elementary School, because students at this time need moral education that is able to translate abstract principles about right and wrong, so that it can be preventive in overcoming Attitude and behavior problems in the educational sphere Basic locomotor movements are one of the domains of fundamental basic movements, in addition to basic non-locomotor movements and basic manipulative movements. Basic locomotor movements are defined as movements or skills that cause the body to move, so it is proven by the movement of the body (traveling) from one point to another.

Monitoring results at State Elementary School 060878 show that there are problems with basic running movements which are not good. Based on observations made by the author, there are many factors that influence students' poor basic running movements, namely, lack of attention from teachers at school and education from parents at home. This problem is also influenced by gadgets, so that many children today prefer to be at home rather than doing activities outside the home with friends their age and tend to be apathetic. Students' basic running movements have also decreased due to the impact of the Covid-19 pandemic which has forced students to readjust from online to offline learning, this is one of the factors causing students' basic movements to decrease. Apart from basic movements, there are other problems, namely students' lack of discipline and cooperation. Currently, there are many factors that influence them, one of which is internal and external factors. The internal factor that influences students' race is that they prefer students of the same race to work together compared to those of different races. External environmental factors: Students tend to choose friends who are smart or have a high economic status to be with them. From the problems above, the solution that can be done is by conducting research using a traditional game approach based on discipline and cooperation to improve. This is an appropriate alternative for improving students' character.

Traditional games are one of the cultural assets that have the characteristics of a nation's culture, so character education can be formed through traditional games from an early age. Because so far character education has received little emphasis in the education system in our country. Character education is only a theory without any reflection on that education. As a result, children grow up to be human beings who have no character, and even act according to the times but without a filter (Andriani, 2012).

## 2 Method

The research method used is classroom action research (PTK). According to (Sanjaya, 2016), Classroom Action Research (PTK), is one of the efforts that teachers can make to improve the quality of teachers' roles and responsibilities, especially in managing learning. Through PTK, teachers can improve their performance continuously, by reflecting (self-reflection), namely analyzing efforts to find weaknesses in the learning process they carry out, then planning for the improvement process and implementing it in the learning process in accordance with the learning program which he has compiled, and ends with reflection. The form of research used is Kurt Lewin's classroom action research (CAR) model. Kurt Lewin put

forward a cyclical model of action research. This is based on the fact that a given action is not only given once, but can be done several times. Kurt Lewin stated that one cycle consists of four main steps, namely: 1) planning, 2) action or action (Acting), 3) observation (observing), and 4) reflection (reflecting). Overall, the four stages in PTK take the form of a PTK cycle which is depicted in spiral form. As in the image below. Data collection techniques are strategic steps used by researchers who aim to obtain data in research. Therefore, the author used an assessment rubric and instrument collection tool in this research using tests and observations. The data analysis used in this research is a quantitative data analysis technique. Quantitative data analysis is an activity after data from all respondents or sources has been collected (Sugiyono, 2013). The subjects in this research were class V students at State Elementary School 060878 with a total of 30 students consisting of 13 male students and 17 female students.

### 3 Result

Research objectives can be achieved through collecting data from predetermined samples. Data collected from the pre-implementation level of students' basic running movements before being taught the traditional games of galah hadang and hide and seek. The following presents the conditions of learning outcomes and initial grades for class V students at State Elementary School 060878 before being given traditional pre-game learning.

Table 1. Description of initial data on students' basic running movements before being given action

| Kategori      | Pra Siklus     |                         |            |              |
|---------------|----------------|-------------------------|------------|--------------|
|               | Interval Nilai | Frekuensi Peserta Didik | Presentasi | Keterangan   |
| Baik Sekali   | 86-100         | 3                       | 10%        | Tuntas       |
| Baik          | 75-85          | 9                       | 30%        | Tuntas       |
| Sedang        | 60-74          | 10                      | 34%        | Tidak Tuntas |
| Kurang        | 55-59          | 4                       | 13%        | Tidak Tuntas |
| Sangat Kurang | 0-54           | 4                       | 13%        | Tidak Tuntas |
| Total         |                | 30                      | 100%       |              |

More clearly, below is a graphic of initial data before learning with traditional games is given to improve basic running movements in class V students at State Elementary School 060878.

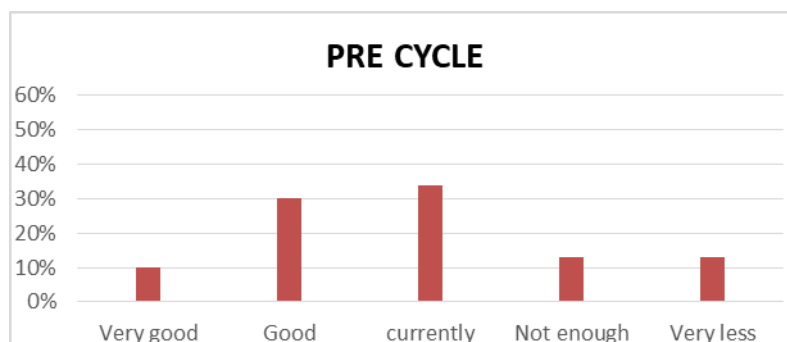


Figure 1. Histogram of pre-cycle data on basic movement skills

Based on the results of the description of the initial data recapitulation before action was given, it can be explained that there were 12 students or 40% of students who achieved the minimum completeness criteria (KKM), and 10 students or 34% were in the medium category, 4 students or 13% were in the low category, and 4 students or 13% were in the low category. very less than 4 students or 13%.

The description of the learning outcomes data and basic movement skills values for cycle I running. For class V students at State Elementary School 060878 is presented in table form as follows:

Table 2. Description of data from the assessment of students' basic running movements after being taught the traditional games of galah hadang and hide and seek.

| Kategori      | Siklus I       |                         |            |              |
|---------------|----------------|-------------------------|------------|--------------|
|               | Interval Nilai | Frekuensi Peserta Didik | Presentase | Keterangan   |
| Baik sekali   | 86-100         | 3                       | 10%        | Tuntas       |
| Baik          | 75-85          | 12                      | 40%        | Tuntas       |
| Sedang        | 60-74          | 14                      | 47%        | Tidak Tuntas |
| Kurang        | 55-59          | 1                       | 3%         | Tidak Tuntas |
| Sangat kurang | 0-54           |                         | 0%         | Tidak Tuntas |
| Jumlah        |                | 30                      | 100%       |              |

In more detail, the data graph for cycle I is presented below after learning using traditional games to improve basic running movement skills in class V students at State Elementary School 060878 as follows:

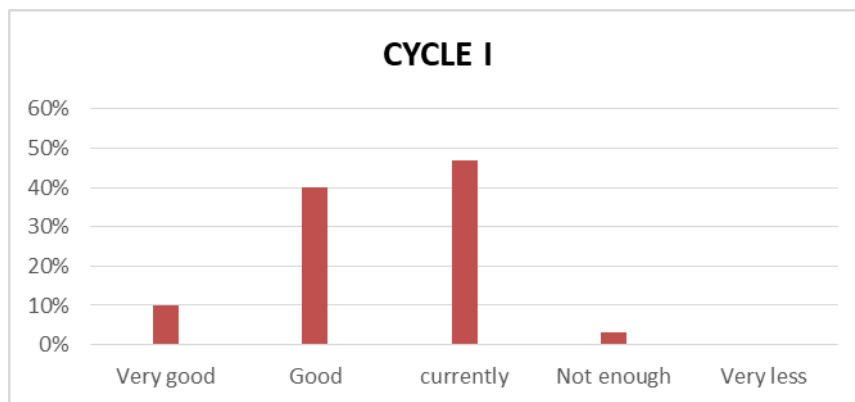


Figure 2. Histogram of pre-cycle data before learning the traditional games of galah hadang and hide and seek

Based on the results of the initial data description, students' basic running movement skills after being given Action I can be explained that 15 students or 50% of students achieved the minimum completion criteria (KKM) in the good category. So those who have reached the minimum completeness criteria (KKM) are 15 students or 50%.

From the calculations above, it shows that in general 77% of students with basic running movement skills have reached the completeness score for students at State Elementary School 060878 of the completeness target that researchers want to achieve, namely 70%. Through the description of the data from cycle II that has been obtained, each aspect shows the criteria for success in good learning, which are arranged in an action to improve basic movement skills, with traditional games. The implementation of the action was carried out in 2 cycles so that the planned target was achieved, namely 70%, so cycle II was not continued because it had already reached the planned target.

Table 3. Description of basic running movement skills for Cycle II Students

| Kategori      | Siklus II      |                         |            |              |
|---------------|----------------|-------------------------|------------|--------------|
|               | Interval Nilai | Frekuensi Peserta Didik | Presentase | Keterangan   |
| Sangat Baik   | 86-100         | 8                       | 27%        | Tuntas       |
| Baik          | 75-85          | 15                      | 50%        | Tuntas       |
| Sedang        | 60-74          | 7                       | 23%        | Tidak Tuntas |
| Kurang        | 55-59          | 0                       | 0%         | Tidak Tuntas |
| Sangat Kurang | 0-54           | 0                       | 0%         | Tidak Tuntas |
| Jumlah        |                | 30                      | 100%       |              |

In more detail, the data graph for cycle II is presented below after being taught traditional games to improve basic running movement skills in students at State Elementary School 060878 as follows:

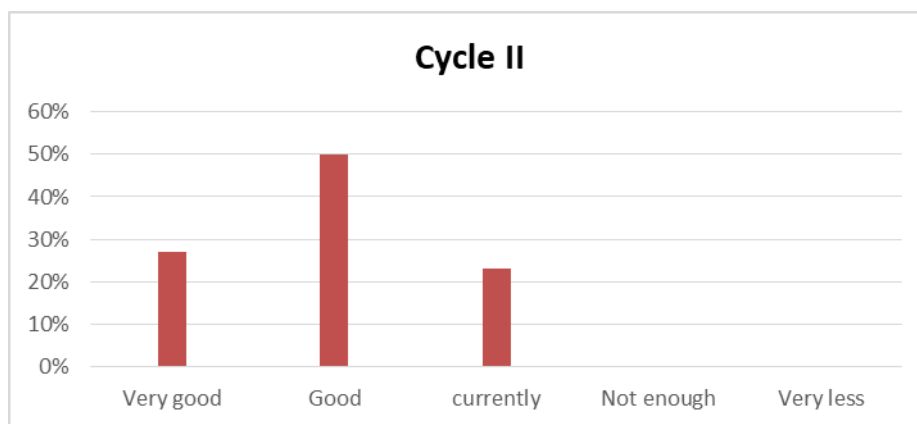


Figure 3. Data graph for Cycle II basic running skills

Based on the results of the initial data description, the results of the basic running movement skills of class V students at State Elementary School 060878 after being given Action II explained that there were 23 students who achieved the minimum completeness criteria (KKM), namely 8 students who got very good grades or 27% and 15 students had good scores or 50%, and there were still 7 students or 23% good scores, so 77% or 23 students had reached the KKM, while 23% or 7 students had not reached the KKM.

#### 4 Discussion

Based on observations made in the pre-cycle before action was given, there were deficiencies in the basic running movement skills of students at State Elementary School 060878, especially students in class V B. From the data obtained on the basic running movement skills of class V students at State Elementary School 060878, only 12 out of 30 students could be said to be completed with a score reaching the predetermined KKM, namely a minimum of 75. The target of completeness to be achieved is 70% of 30 students, whereas in the pre-cycle only 40% of completeness was obtained. Therefore, researchers and collaborators developed a learning model, namely using traditional games to improve the basic running movement skills of State Elementary School 060878 students, especially class V B students.

Based on the results of implementation in cycle I, the basic running movement skills of class V students at State Elementary School 060878 experienced a slight increase, namely that there were 15 out of 30 students who achieved completeness, the percentage was only 50%. In the implementation of cycle I, there were still many shortcomings, starting from the presentation of material that was not really understood by students and students were also not yet familiar with learning methods using traditional games based on discipline and cooperation. Because in cycle I the target of completion had not been achieved, it was continued to cycle II.

In cycle II, the results of the basic running movement skills of class V students at State Elementary School 060878 experienced a much greater increase than the previous cycle, namely that there were 23 out of 30 students whose basic running movement skills met completeness, if presented as a percentage, that is 77% complete basic running movement skills. In cycle II the desired completion target has been achieved so it is no longer continued to the next cycle.

It was described that the completeness of the basic running movement skills of class V students at State Elementary School 060878 from initial conditions to cycle I and cycle II had increased quite well. It can be seen that basic running movement skills have increased from initial conditions to cycle I and cycle II. Completeness level of basic movement skills in pre-cycle running was 40%, then given learning through traditional games to improve basic movement skills in cycle I, completeness level of basic movement skills was 50%, then given learning through traditional games to improve basic movement skills in cycle II, completeness was 77% .

Based on the results of data analysis carried out before being given treatment, the results obtained for assessing students' basic running movement skills were 40%, whereas after receiving learning the level of basic running movement skills was 77%. Which means that if after being given learning there are differences, it is because of differences in the learning given. Thus, it can be concluded that after being given learning for 2 cycles, there was a significant difference between the final test results in the group of students who were given learning through traditional games. Because before learning is given, all students start research from the same initial abilities, this difference is due to differences in the influence of the learning provided.

Learning with traditional games in this research is not only to improve basic running movement skills, without us realizing it, traditional games are also able to improve students' character, especially discipline and cooperation. This is because there is a rule that requires students to work together with their group of friends and be disciplined in following the rules of the game and also basic running movement skills, especially for class V students at State Elementary School 060878.

The learning process in physical education takes place through the implementation of physical activities, playing and sports activities (Ministry of National Education, 2003). The activities carried out are expected to be a learning experience. It's not just body movement but has benefits for developing a child's personality as a whole. It is hoped that this learning experience can help students to use their bodies more effectively in carrying out basic movements and movement skills.

At the age of children in elementary school is a period of growth and character formation. This ability allows them to play and gives them the opportunity to show their skills to their friends. Without realizing that playing can grow their character values.

In the past, children still liked to play traditional games but now they are too engrossed in playing with technologically advanced equipment products. In fact, they prefer to sit for a long time watching television, playing on cellphones, playing computer games and other activities. These activities will have an impact on reducing their basic movement abilities and social abilities.

The implementation of learning in schools will be successful if teachers can determine teaching materials and learning methods that are adapted to students' conditions. One of the interesting teaching materials for the learning process is games. A way to train students' motor skills and personality is through traditional games. One form of game that is often played among elementary school students is traditional games. This game is a type of game that is easy to find and is widely played in areas, especially among young children, in fact they can do it anywhere and anytime.

Character education is an effort made by teachers and parents for children, this is done so that children have good character, such as being able to socialize with the surrounding environment, foster a sense of responsibility, work together and have high discipline. So teachers play an important role in forming children's character through various learning methods that have character-building values.

Traditional games are games played by parents in ancient times and grown in certain areas. There are noble values contained in traditional games, which are able to develop character in young children. With traditional games, teachers can train children's character and children are able to apply them in everyday life, both with children their age and with older people. Apart from that, through this learning we can revive traditional games that have almost been lost due to the times.

Sports learning, especially traditional games for students at State Elementary School 060878, always requires innovations called Learning Innovations. Learning innovation is a new and qualitative change, different from previous results, and is deliberately sought to improve quality in order to achieve the expected goals. The hope for traditional games is to provide joy and serve as a means of character building for students, in addition to rebuilding the almost lost heritage of their ancestors.

## 5 Conclusion

Based on the results of the research and discussion in the previous chapter, the conclusion of this research is that traditional games can improve students' basic running movement skills, especially class V students at State Elementary School 060878. From the assessment results, there is an increase in basic running movement skills in class V elementary school students. Negeri 060878, where the completeness of the results of the Pre-Cycle basic movement skills assessment was 40%, then learning was given with traditional games to improve basic running movement skills in the first cycle, the students' basic running movement skill completion was 50%, continued to cycle II, the results of the basic running movement skills assessment to 77%. With these results, it can be proven that traditional games can improve the basic running movement skills of students, especially at State Elementary School 060878.

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