



## **Development of Student Confidence Through Traditional Game Activities**

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### **Abstract**

Self-confidence is one's belief in one's ability to do something or show a certain appearance. This study used traditional games as a treatment to see the development of self-confidence in students. The traditional games used in this study include several games, namely crank, engrang, and sack race. The research design used is classroom action research. This research uses a type of quantitative descriptive approach. The instruments used in this study were used by the researchers themselves as the main instruments in the research by using tools in the field in the form of observation and documentation. This study involved students at one of the Public Elementary Schools in Bandung City, with a total sample of 36 students who were Grade V students. The results of this study showed that there was an increase in each cycle, cycle 1 action 1 getting an average score (67.38), cycle 1 action 2 getting an average value (71.05), cycle 2 action 1 getting an average value (76.72) and cycle 2 action 2 get an average value (78.85). The conclusion of the study shows that there is a development of students' self-confidence through traditional game activities, so that there is a change in the attitude of students in participating in the learning process.

**Keywords:** *Confidence, Physical Activity, Sports, Traditional Games*

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## **INTRODUCTION**

Education is an important component of every human being's ability to achieve needs because it serves to raise human standards both individually and collectively. In other words, as a private individual cannot improve the quality of human resources alone. "Physical education is an educational process about and through selected physical activities, games or sports to achieve educational goals," (Mahendra 2015). Educational goals begin with learning planning in advance. The learning implementation plan which is a reference in the implementation of learning to achieve learning goals, according to the Big Indonesian Dictionary (in Syamsu & Purwadi, 2018)

implementation comes from the word exemplary which means behavior, a good sign, such as carry out, and carried out which means completed, exceeded, resolved, for example a job has been completed. With a learning plan, the implementation of physical education will be well structured. Therefore, teachers need to make effective learning efforts.

According to Robert F. Mager (1962), learning objectives are actions that students want to do or are able to do depending on their circumstances and level of proficiency. Learning objectives, according to Lukmanul Hakim (2008), refer to the direction or goals to be pursued by the learning process. Every action must have a goal because the goal leads to the desired result or as an example of how an action will turn out. The results to be achieved can be pursued through various methods or tools with a clear understanding of what needs to be achieved. Physical education learning objectives include the cognitive, emotional, and psychomotor domains.

The cognitive domain includes the ability to think, the ability to understand the concept of motion, the ability to be aware of motion, and academic knowledge, especially in physical education. The affective domain includes the child's capacity to interact socially, develop self-confidence, work cooperatively, respect oneself and others, and have a positive self-concept. While the psychomotor domain includes motor skills, increased organ function, and increased physical and motor abilities. From the statement above, the author will review those that are more directed to affective aspects/domains because of the explanations of affective explanations that lead to student confidence

According to Kurniasih et al. (2017) The efforts of physical education teachers are still considered boring due to a lack of innovation in creating and utilizing existing infrastructure and resources. As a result, students become less motivated to follow the learning process so they become lazy. According to Robert F. Mager (1962), learning objectives are actions that students want to do or are able to do depending on their circumstances and level of proficiency. The affective domain that leads to self-concept in this study will use traditional games to find out students' self-concept. According to Sukintaka (1992) Traditional games are games played by children in an area traditionally. In conducting research there are 3 games that will be given to fifth grade students, using the following tools: 1) Sack race 2) Stilts and 3) Engklek

According to Peter Lauster (1997) Confidence is one of the success factors of a person, self-confidence influences caution, independence, greed, tolerance and ideals. Confidence affects many things that are fundamental to a person's personality. Someone who has self-confidence will be careful in acting and making decisions. Based on the description above, researchers will conduct research on developing students' self-confidence through traditional game activities in one of the elementary schools in Bandung. The researcher wanted to know whether the development of students' self-confidence could influence traditional game activities in one of the elementary schools in Bandung.

## **METHODE**

The research method used in this research is classroom action research (PTK) Wiriaatmadja, (2006: 11-13). This research was conducted on fifth grade students at one of Bandung City Public Elementary Schools for the 2022/2023 academic year with a total of 36 students, consisting of 16 male students and 20 female students. This research was conducted using 4 stages consisting of planning (plan), implementation of action (act) as well as observation (observe) and reflection (reflect). The instrument used in this study was to use the researcher himself as the main instrument in the study by using tools in the field in the form of observation guidelines and documentation guidelines.

Observation guidelines are used as a measure of self-confidence in students in each cycle. Several indicators of student self-confidence can be seen through the results of observations made by researchers. Observation guidelines are also a tool for researchers to obtain data on the efforts made by teachers in increasing student self-confidence. The data that has been obtained is then analyzed. This study used interactive model data analysis techniques which were carried out through three stages, namely data reduction, data presentation using average techniques, and conclusions (Sugiyono, 2010: 337).

## **RESULTS AND DISCUSSION**

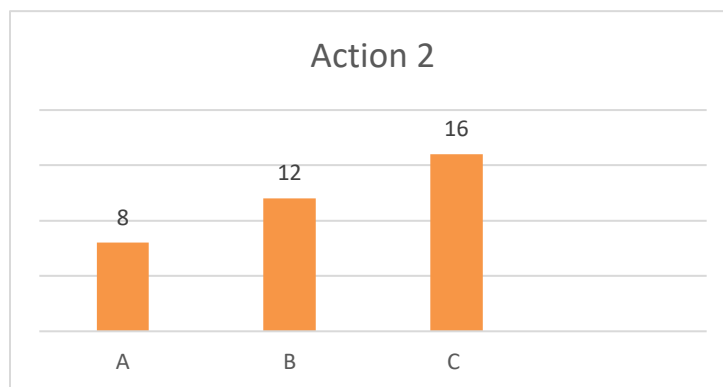
In research on developing students' self-confidence through traditional game activities, there are results:



**Figure 1.** Cycle 1 Diagram Action 1

Implementation of the first cycle of action 1 was carried out on Wednesday, May 3, 2023. Based on the diagram above, the researcher found that the physical activity of these students was still very low, students who got A = 3, B = 11, C = 22. The average score obtained is 67.38 with the KKM score at the school being 75, therefore it must be followed up so that the learning provided can be fully obtained by all students or achieved in accordance with the expected learning objectives and can increase the confidence of students. The researcher continued the research by using traditional enklek games first.

Figure 2. Cycle 1 Action 2 Diagram



**Figure 2.** Cycle 1 Action 2 Diagram

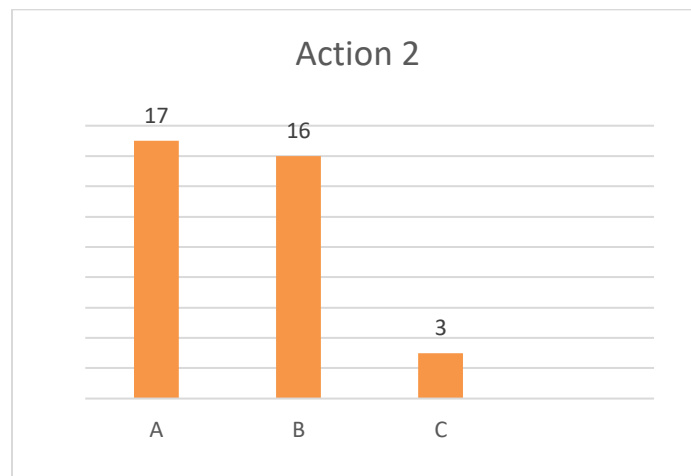
Implementation of the first cycle of action 2 was carried out on Wednesday, May 10, 2023. Based on the diagram above, the researcher found that the physical activity of these students was still very low, students who got A = 8, B = 12, C = 16. The average value obtained is 71.05 with the KKM score at the school being 75. With the above results, further action will be taken so that optimal improvement occurs, therefore so that the learning provided can be fully obtained by all

students or achieved according to the learning objectives set. expected. In the next cycle the researcher continued the research using the traditional stilts game.



**Figure 3.** Cycle 2 Action 1 Diagram

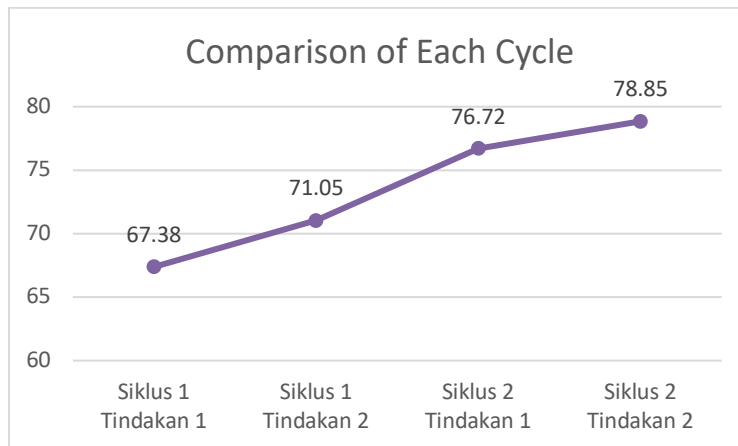
The implementation of cycle 2 of action 1 was carried out on Wednesday, May 17, 2023. Based on the diagram above, the researcher found that the physical activity of these students was still very low, students who got A = 13, B = 14, C = 9. The average score obtained was 76.72 in this cycle, the average value of students had met the school's KKM scores and there was a significant increase in self-confidence in student scores. In order for the results to be optimal, the researchers continued their research by carrying out the traditional sack racing game.



**Figure 4.** Cycle 2 Action 2 Diagram

Based on the diagram above, the researcher found that the physical activity of these students was still very low, students who got A = 17, B = 16, C = 3. The average value obtained was 78.85.

With the above results, there was a significant increase from the 36 students regarding students' self-confidence through traditional game activities from cycle 1 action 1 and 2, and the last cycle 2 action 1 and action 2.



**Figure 5.** Overall Comparison Diagram for Each Cycle and Actions

From the data results above, the average value of students in each cycle and their actions has increased significantly, it can be seen from the results of cycle 1 action 1, namely getting an average value (67.38), cycle 1 action 2 getting an average value (71.05), cycle 2 action 1 gets an average value (76.72) and cycle 2 action 2 gets an average value 78.85. It can be concluded that this study obtained quite satisfactory results. And the increase in self-confidence in students is very significant.

There are several previous studies, research conducted by (Angga, 2020) , entitled The Effect of Outbound Fun Activities on the Self-Confidence of Students of SD Negeri 2 Awar-Awar. The results of his research show that fun outbound activities can affect student self-confidence. It can be concluded that self-confidence is very important for students when learning takes place. And research conducted by, (Mulya, 2020) , entitled The Effect of Self-Confidence, Learning Motivation on Physical Education Learning Achievement shows that there is a positive relationship and has a large influence between the level of self-confidence, learning motivation on physical education learning achievements of elementary school students , it can be concluded that self-confidence is very much owned by students.

## **CONCLUSION**

Based on the results of the research that has been done, it can be concluded that there is an increase in each cycle in the development of self-confidence students through traditional game activities. Through this learning process will help students grow self-confidence. That way students will get used to applying these values in everyday life. In addition, the selection of teaching materials that are tailored to the abilities of students is a supporting factor for the success of student learning. With this traditional game activity it can be concluded that there is an increase in self-confidence towards students. Based on this, it shows the development of students' self-confidence through traditional game activities, so that there is a change in the attitude of students in participating in the learning process.

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