



The Effect of Traditional Games on Cooperation in Class VIII Junior High School 4 Purwadadi

Dani Febrianto¹, Citra Resita², Resty Gustiawati³

^{1,2,3}Pendidikan Jasmani Kesehatan dan Rekreasi, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Singaperbangsa Karawang, Street HS. Ronggo Waluyo Telukjambe Timur, Karawang, West Java, 41361, Indonesia

Abstract

The research was conducted to determine the effect of traditional games on student cooperation in physical education learning at junior high school. This research is an experimental research to find out whether the effect of traditional games on student cooperation in learning physical education. The number of samples was 32 students of class VIII B who were taken by technique cluster sampling by using a formula slovin. The data of this research is done by one group pretest-posttest design by using a student collaboration questionnaire using a scale likert distributed at the beginning and end of the meeting. The research results were obtained through a data normality test with the results stating that the data pretest $0.122 > 0.05$ and posttest $0.142 > 0.05$ from the results of the study showed that the data were normally distributed and through the calculation of the homogeneity test which showed a sig value of $0.734 > 0.05$ that the data pretest-posttest stating that the data is homogeneously distributed and the t-test calculation obtained the value of Sig.(2-tailed) $0.000 < 0.05$ indicates a significant difference between the results before and after being given treatment. It can be concluded that the results of the research conducted can be stated that there is an influence of traditional games on student cooperation in physical education learning at junior high school.

Keywords: *Cooperation, Traditional Games, Physical Education*

Correspondence author: Dani Febrianto, Universitas Singaperbangsa Karawang, Indonesia.
Email: danifebrianto45@gmail.com



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INTRODUCTION

Traditional games can be introduced through physical education. Physical education is an educational process through providing learning experiences to students in the form of physical activities, playing, and exercising that are systematically planned to stimulate growth and development of physical, organic, motor skills, thinking skills, emotional, social and moral. The provision of learning experiences is directed at fostering, as well as forming a healthy and active lifestyle throughout life (Hanief 2015). By playing traditional children can develop children's emotional social skills, through the games they do, grow the character that is in children (Sari, Hartati, and Yetti 2019).

According to (Putri 2019) traditional games can cover all three sports. Traditional games can be used as educational sports because traditional games can develop psychomotor aspects, cognitive aspects and affective aspects, as well as physical education. Recreational sports, by playing traditional games and the consequences such as feelings of pleasure, can be used as an antidote to the routine of student learning activities, in the hope of minimizing boredom in students.

Even this traditional game is slowly but surely abandoned. In fact, many children do not know the various traditional games that were passed down from generation to generation which have become the culture of Indonesian society. Whereas in traditional games there are many values contained in it. Indirectly, children are also physically active which is sometimes beyond their limits. Traditional games do not cost money and can be played by everyone. Traditional games can also train various components of a child's physical condition, such as speed, agility, strength, endurance and others. child, they have indirectly started practicing to improve their speed, agility, strength and endurance. Doing a variety of physical activities through traditional games of a child can actually improve motor skills. So that children's motor development can be trained properly according to their age (Ishak, 2015). From some of the definitions above, it can be concluded that traditional games are games played by children that do not have standard rules, have cultural values and develop and are then passed down from generation to generation.

The game of fortification is a game that requires two teams to play and the originator is unknown because it has been played. For a long time, the game of fortification was included in the fighting game dexterity, is competitive, and it is determined that there is a winner and a winner also lose. The traditional game of fort or fort consists of: 4-8 people. The game aims to attack and take over the opponent's fortress. In this game, each team member has a task among others as attackers, spies, bullies, and guards fortress. This game requires running speed and ability right strategy. Teams with complete members can process back and forth in a predetermined field area. Winner this game is an attacking squad with all attacking players can return all complete Khamdani in (Hamidi, 2017).

The popular boi-boian game is also known as gebokan. The number of players in this game is at least 3 children, however, the more children who play, the more exciting the game

will be. The equipment used in the boi-boian game is tile fragments and baseball. The shards of tiles used are usually 10 pieces of deep Achroni (Yunarta and Arini, 2017).

Generally this game is done in a long time of up to about an hour. In addition to being healthy, the running movement in this game is also useful for preventing children from becoming obese (Yunarta and Arini, 2017). This game is a traditional game that can improve physical fitness and cooperation, in this game also contains components of physical fitness and cooperation related to health, namely endurance and cooperation because in this game is how to play by running, so if done in a long enough time, it can train the endurance and cooperation of students.

The game engklek is a folk game which is very close to the world of children. The term "engklek" comes from the Javanese language and is a traditional game of jumping on flat fields drawn on the ground by making boxes, then jumping with one foot from box to box. Engklek is usually played by two teams, each consisting of several children. The engklek game is a game of jumping using one leg which is usually done by two or more people alternately. This game is usually played by children aged 7 years and over. The equipment uses a piece of land or floor to play and then uses a gacuk made of precarious fragments and must have a different shape or size from one child to another so as not to be mistaken who owns the gacuk according to Sukirman in (Rozana and Bantali, 2020).

Cooperation is an activity carried out by a certain group of groups that have the same goals or interests as other members at the same time and are closely related (Devi and Pusari, 2017). Student cooperation means that students are able to collaborate with fellow students to achieve a goal that has been determined together. In cooperation, these students must eliminate selfishness and mutual trust, care and fill each other's shortcomings. In physical education learning, cooperation often appears on materials related to group or team games. The character of student cooperation is important for every student at the junior high school level, because this character is able to train students in understanding, feeling, and carrying out cooperative activities in order to achieve common goals. Based on the statements that have been put forward by the experts above, the writer can conclude that cooperation is an activity carried out jointly by two or more people to produce a result for themselves or for others. Other people become

benchmarks so that he (the person concerned) can compare himself with others. In addition, they also argue that if a person cannot judge himself, it means that he does not know himself. Likewise he will not be able to recognize another person as his partner.

Based on what is seen and felt in the field, it turns out that there are problems that arise in physical education learning activities. One of the problems that arise is the desire of students to directly carry out learning in the field, the lack of student cooperation in physical education learning. It can be seen that when physical education learning takes place the students lack cooperation with other students, the students still play individually and the students' sense of selfishness is high enough so that the game takes place there is no sense of cooperation in the game. Traditional games can be an alternative in order to achieve the objectives of a learning.

Based on the problems that the authors describe, the authors are interested in conducting research as follows: "The Effect Of Traditional Games On Cooperation In Class VIII Junior High School 4 Purwadadi".

METHOD

Type of research uses quantitative research. Through a quantitative approach, to support this research using experimental methods. The experimental research method is a method carried out by experiment, used to determine the effect between independent variables using certain treatments on the dependent variable under controlled conditions (Sugiyono 2017:72).

The research method in this study is an experimental method to be able to prove cause and effect in the use of treatment. The experimental method is to determine the effect of the traditional game of fortification in increasing the cooperation of students of Junior High School 4 Purwadadi.

The population used in this study was class VIII Junior High School 4 Purwadadi, totaling 115 students. Sampling in this study uses cluster sampling, namely sampling where the researcher divides the population into several groups based on natural categories or characteristics (Sugiyono 2017:83). To calculate the number of samples, the researcher uses the Slovin formula written as: $n = N / (1 + Ne^2)$ and uses a margin of error of 15% or 0.15. So the sample in this study was 32 students of class VIII B. This research was made using a pre-

experimental form one group pretest-posttest design. In this design, a pretest was carried out to determine the initial state of the subject before being given treatment so that researchers could find out more accurately, because it compared with the situation before and after being given treatment (Sugiyono 2017:74).

RESULTS AND DISCUSSION

Description of Research Results Data The research

Data collected through this study used a student cooperation questionnaire instrument based on the results of the pretest and posttest to determine the effect to determine the effect on treatment carried out. In its implementation instrument questionnaire collaboration uses a Likert scale using a closed questionnaire. The results of data analysis and descriptive statistical calculations show that the data obtained from the research results are obtained as follows.

Table 1. Descriptive Statistic

Descriptive Statistics								
	N	Range	Min	Max	Mean	Std. Deviation	Variance	Std. Error
Pretest	32	65	91	156	126,06	2,082	11,780	138,770
Posttest	32	52	122	174	141,91	1,997	11,295	127,572
Valid N (listwise)	32							

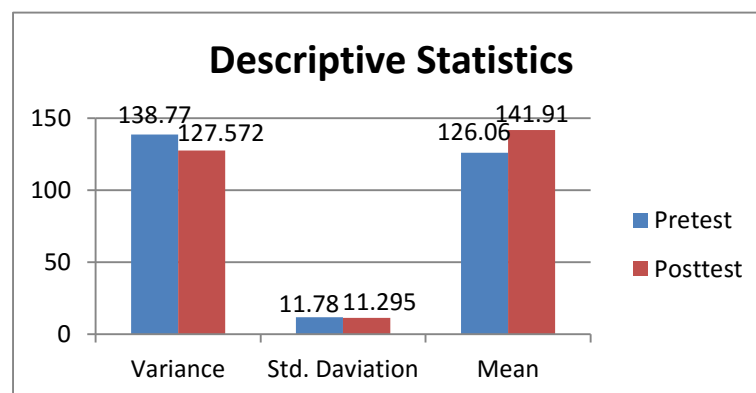


Figure 1. Descriptive Statistic

It is known from the results of this study that it is intended to describe data from influence treatment traditional game Obtained a description of the data from the research results

based on SPSS 26 calculations indicating that the results pretest in the table shows the average obtained is 126.06, standard deviation of 11,780 and variant amounting to 138,770. In addition, there are results posttest from research data after being given treatment in the table which shows that the average obtained is 141.91, standard deviation of 11.295, and variant of 127.572. So it can be said that there is a significant difference in the results before and after the treatment.

Discussion of Research Results

Table 2. Data Normality Test Results

	Tests of Normality					
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	,122	32	,200*	,946	32	,108
Posttest	,142	32	,099	,955	32	,199

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on the results of the data Test of Normality obtained from the calculation of the normality test in the following table it can be seen that the value test statistic of 0.122 and posttest of 0.142 as well as on the calculation Shapiro-wilk mark themselves. found on pretest of 0.108 and posttest of 0.199. The significance value of all data in the table is greater than 0.05 (significant > 0.05) meaning that all data is normally distributed.

Table 3. Results of Data Homogeneity Test

		Levene			
		Statistic	df1	df2	Sig.
PretestPosttest	Based on Mean	,116	1	62	,734
	Based on Median	,055	1	62	,815
	Based on Median and with adjusted df	,055	1	61,633	,815
	Based on trimmed mean	,096	1	62	,758

Based on the table Test of Homogeneity of Variances dari calculation pretest-posttest value is obtained Levene Statistic 0,116, df = 1, df2 = 62 and value Sag 0.734 due value Sag 0.734 > from 0.05 then the decision in the homogeneity test can be stated that pretest-posttest normally distributed.

Table 4. Results of T-test Data

		Paired Samples Test								
		Paired Differences						t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper				
Pair 1	Pretest - Posttest	-15,844	9,669	1,709	-19,330	-12,358	-9,269	31	,000	

Based on the table results output paired sample test using SPSS 26. In the value column pretest and posttest obtained $t = 9,269$, $df = 31$, $\text{Sig. (2-tailed)} = 0.000$. Based on the table output paired sample test, known $t_{\text{count}} = 9.269$ then the next step is to find the value of t_{table} based on value (degree of freedom or degrees of freedom) and value themselves 5%. Based on the table above, it is known the value df 31 and value themselves 5% or 0.05 this value is used as a basic reference in finding t_{table} namely 2.03951 can be seen in the attachment. Because $t_{\text{count}} > t_{\text{table}}$ ($t_{\text{count}} = 9,269 > t_{\text{table}} = 2.03951$). And known value Sig. (2-tailed) of $0.000 < 0.05$, then H_0 is rejected and H_a is accepted.

So it can be concluded that there is a difference between pretest and posttest which means that there is an influence from the use of traditional games on student cooperation in physical education learning at SMP Negeri 4 Purwadadi.

CONCLUSION

Based on the analysis and discussion that has been described, it can be concluded that traditional games can affect student cooperation in physical education at SMP Negeri 4 Purwadadi, based on the results of the calculation data that has been carried out, namely the results obtained pretest has an average calculation result of 126.06 and the results of the calculation are also obtained posttest with an average of 141.91 indicating that the data pretest has a smaller calculation result than the calculation result posttest.

Likewise the results of calculations obtained through data pretest-posttest states the t-test calculation data obtained by $\text{Sig. (two-tailed)} 0.000 < 0.05$ indicates a significant difference between the results before and after being given treatment. So, it can be concluded from the

results of the research conducted that it can be stated that there is an influence of traditional games on cooperation in physical education at SMP Negeri 4 Purwadadi.

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