

The Relationship Between Traditional Game Gobak Sodor And Motivation To Learn Physical Education In Grade 5 Students of SDN Cikandang

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ABSTRACT

This study aims to explore the relationship between the traditional game *Gobak Sodor* and students' motivation to learn physical education among 20 fifth-grade students at SDN Cikandang. The research uses a quantitative descriptive method with a survey approach. The normality test results showed a significance value of 0.943, which is greater than 0.05, indicating that the residuals are normally distributed. The homogeneity test also showed a significance value of 0.651, meaning the data is considered homogeneous. In the linearity test, the significance value was 0.304, which is less than 0.05, indicating a linear relationship between the variables. The correlation test revealed a significance value of 0.001 (2-tailed), confirming a significant relationship between the *Gobak Sodor* game and students' motivation to learn physical education. The Pearson correlation coefficient was 0.975, indicating a strong and positive correlation. This suggests that as participation in *Gobak Sodor* increases, so does the students' motivation to engage in physical education. In conclusion, the traditional game *Gobak Sodor* has a positive and meaningful relationship with students' learning motivation in physical education, highlighting its potential as an effective educational tool in elementary schools.

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- A. Conception and design of the study;
- B. Acquisition of data;
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INTRODUCTION

Indonesia, a country rich in culture, has many traditional games, such as post box, tamak umper, jump rope, dakon, and gobak sodor, Each region has a traditional game that is typical of its culture. However, currently, children are more interested in playing online games that can be accessed via their computers or smartphones, There is a possibility that traditional games in Indonesia will become extinct if this phenomenon continues because no one can protect them, Therefore, preserving and saving the heritage of our predecessors indirectly is another benefit of using classic games as a means of character education (Syamsurrijal, 2020)

There is interaction with other players in the game, and this interaction can foster a fun and exciting gaming environment. One of the most common social activities among students is gaming. Because it is known that young children spend more time playing with their friends outside the home. Because playing is a fundamental activity for children, playing can be used to help them develop specific skills and abilities that serve as a transition from informal education to formal education. (Hasanah, 2016)

According to (Gandasari, 2019) Games that are often referred to as folk games are recreational activities that are not only used to entertain oneself but also to maintain relationships and social comfort. As a result, there is a need for children. So playing for children includes values and traits that are important in the progress of development in everyday life. "Thus, if playing the traditional game of gobak sodor, physical education learning will help students' learning motivation to be better, especially physical education learning motivation. The level of learning motivation is a very important factor for students so their condition needs to be controlled, maintained, and improved if it is still low.

The traditional game of gobak sodor is one of the regional cultures in Indonesia in the form of a traditional game that helps the growth development and physical fitness of children. This traditional game of gobak sodor can help the development of cognitive and motoric domains in elementary school children because children are taught to be able to work together and think in determining game strategies to reach the finish line or pass the game. (Uray Cempaka Regina, Abd. Basith, 2023)

Gobak Sodor is a traditional game consisting of 2 groups, namely the guard group and the attacker group. Each player in the guard group is tasked with guarding by making a layered guard to the back while stretching their arms so that they can block and guard so that the opposing team cannot pass through. (Julianus & Pramono, 2021). Blocking opponents from passing through each line. From the definition of traditional games, it can be defined that the traditional game of gobak sodor contains elements of social attitudes in it. (Listyaningrum, 2018)

The word "motivation" meaning "driver" refers to the force that drives movement. Therefore, motivation can be seen as a state that drives or guides a person to take action. (Febrina, I, 2024) A person's energy change that is characterized by an internal drive to achieve a goal is called motivation. The need to succeed in life is what motivates and drives effort. People are motivated to achieve high learning outcomes as a result of this. (Muhammad, 2017) The internal drive of a person to act in a way that achieves a certain goal is known as motivation. Only the individual and his will can manage motivation so that he can achieve the goal in a way that meets his expectations. (Harya Bagas Wicaksana, 2024)

The term "motivation" comes from the word "motive," which can be understood as an inner drive that drives a person to perform certain actions to achieve a goal. One can even think of motive as an internal state (readiness). A person's energy change is marked by the emergence of emotions and is caused by the motivation to complete a task. In terms of learning activities, motivation can be defined as a general force that drives

students to create, maintain, and guide learning activities in the hope that goals will be achieved. Having motivation is very important for learning activities because, without it, learning activities cannot be completed. (Masni, 2015)

An important element of teaching and learning is motivation. According to teachers, one of the most disturbing problems in student learning is a lack of motivation. In certain educational environments, teachers play an important role in encouraging students to participate in learning activities. (Filgona et al., 2020) Inspiration and education express his belief that learning and motivation are related variables that influence each other. Depending on the goal to be achieved, learning can be a consequence of reinforcement from others and is a somewhat permanent change in attitude. (Syafii, 2021)

According to (Dewi, 2018) learning motivation is defined as all internal efforts that result in learning activities, ensure that learning activities continue, and provide direction to learning activities so that the desired goals are achieved. The change in a person's energy that drives him or others towards a desired goal is known as motivation. (Hidayah & Hermansyah, 2016)

METHODS

Research methods are the process of collecting, evaluating, and investigating data that has been collected. One type of research that follows the issues and objectives of this research is quantitative research. The scientific method known as the quantitative approach views reality as an entity that can be measured, seen, classified, and strengthened. The relationship between variables is causal because the research data is numerical. (Prof. Dr. Suryana, 2012)

The method used is quantitative descriptive with a survey research approach. This method is a method that functions to describe or provide an overview of the object being studied through data or samples that have been collected as they are without conducting analysis and making conclusions that apply to the public. This will be following the topic of the problem which will only take real and direct data based on actual conditions. The research design adopts a research scheme Apta Mylsidayu (2016)

This research uses a quantitative descriptive method which is an exposition, describing conditions, and situations. This quantitative descriptive research method uses a survey method to collect data through tests and measurements.

This study uses an instrument in the form of a questionnaire to collect data. In addition, the questionnaire provides more opportunities for respondents to provide information properly and correctly. Then, the data collected answers the problems raised by the researcher. The researcher uses data processing or data collection techniques to collect data, which makes the research results easier to process, namely by using a correlation test in the SPSS 26 application. The management of research results is then converted based on the assessment criteria category.

A closed questionnaire was used in this study; this approach can make it easier for respondents to fill out the questionnaire. This survey uses a Likert scale for alternative responses. Research variables, or certain social phenomena, such as attitudes, interests, opinions, and social perceptions of an individual or a group, can be measured using a Likert scale. (Muhson, 2006).

RESULTS AND DISCUSSION

This study aims to determine whether there is a relationship between the traditional game of gobak sodor and the motivation to learn physical education with 20 participants.

Table 1.

Normality test

Shapiro-Wilk		Statistic
Gobak Sodor		149
Motivasi Belajar Penjas		154

A statistical test called the normality test is used to determine whether the research data is normal. This is necessary to decide what type of statistics to use during the data analysis process. Traditional assumption tests include the Kolmogorov-Smirnov normality test. The purpose of the normality test is to determine whether the residual values are regularly distributed or not. The residual values of the corresponding regression model are regularly distributed. Based on the results of the normality test, the significant value is $0.943 > 0.05$, which is according to the existing procedure, if the sig value is greater than 0.05, it means that there is a relationship or the residuals are distributed, it can be concluded that the residual values are normally distributed.

Tabel 2.

Linieritas Test

		Sum Of Squares	df	Mean Squares	F	Sig
Pair 1	gobaksodormotivasibelajar	9.057	9	1.006	1.423	.304

The Linearity Test is a temporary answer to the problem formulation, namely asking about the relationship between two or more variables. It is known that the results of the linearity test using SPSS have a Sig of $0.304 > 0.05$, so it can be concluded that there is a significant relationship between variable x and variable y.

Table 3.

Coalition Test Result

		Gobak sodor	Motivasi
Gobak sodor	Pearson Correlation	1	,975
	Sig. (2-tailed)		,001
	N	20	20
Motivasi	Pearson Correlation	,975	1
	Sig. (2-tailed)	,001	
	N	20	20

Based on the results of data processing carried out in Table 3, it can be seen that the Sig. (2-tailed) value is $0.001 < 0.05$, so it can be stated that there is a significant correlation between the gobak sodor variable and the variable of physical education learning motivation for grade V SDN Cikandang. Meanwhile, based on the Pearson correlation value, it shows a value of 975 and is categorized as a moderate correlation with a positive or one-way direction. If the gobak sodor variable increases, the Physical Education Learning Motivation variable also increases. So it can be concluded that Gobak sodor has a correlated relationship with physical education learning motivation in elementary schools.

To improve the fine motor skills of children with disabilities. Modifications to the game, such as adjusting the difficulty level or using bright colours, can be made to better suit the individual abilities and interests of children, as suggested by Sugiyanto (2008). With appropriate adaptations, this game can be an effective and inclusive tool in supporting the development of children with disabilities.

Traditional games are an important part of the nation's culture that are not only fun, but also provide many benefits in physical, social, and emotional development. One of the traditional games that is still popular among Indonesian children is Gobak Sodor. This game contains physical elements that can improve motor skills, teamwork, and strategic intelligence. Gobak Sodor is one of the traditional games originating from Indonesia and is very popular among children. This game is played by two groups, each consisting of several people. The goal of this game is to reach the opponent's line without being caught by the opposing player who is in charge of guarding. This game relies on agility, teamwork, and strategy to be able to pass the guard successfully. After observing sports learning, the researcher wanted to know whether there was a relationship between the traditional game of gobak sodor and the motivation to learn physical education because there were some students who liked traditional games but their motivation to learn was lacking and there were players who liked the traditional game of gobak sodor and had very good motivation to learn. First, the researcher conducted a survey and asked for permission to do research at SDN Cikandang, Sumedang Regency. After that, the researcher gave a traditional game of gobak sodor, and then after completing the traditional game of gobak sodor, the researcher distributed a gobak sodor questionnaire with a physical education learning motivation questionnaire to 20 grade 5 students of SDN Cikandang.

CONCLUSION

It is known that the calculated r-value of gobak sodor (X1) with physical education learning motivation (Y) is $0.975 > r\text{-table } 0.444$, so it can be concluded that there is a relationship or correlation between the gobak sodor variable and the learning motivation variable. Because the calculated r or person correlations in this analysis are positive, it means that the relationship between the two variables is positive or in other words, the

increasing learning motivation will also increase the traditional gobak sodor game. Based on the test of the SPSS output results above, it shows that the traditional gobak sodor game has a positive and significant effect on the physical education learning motivation of players. After that, the researcher tested the normality which is useful for finding out whether the data is normal or not. After the researcher tested the data, the results of the normality test were obtained, namely 0.305, which means $0.305 > 0.005$, which means that the data is categorized as normal. Furthermore, the researcher conducted a t-value test to find out the temporary answer to the problem formulation and the results of the t-test were 2.320.

It can be concluded from the various tests that have been carried out above that there is a relationship between gobak sodor and learning motivation with a correlation value of 0.975 with a significant value of 0.001 in the positive category with a moderate level.

Gobak sodor is a game that includes various aspects that are most important in traditional sports games that require significant learning motivation starting from big ball games to traditional games. Motivation does not grow by itself, Motivation also needs to be increased with emphasis or coercion so that the motivation to learn physical education becomes a habit. Because motivation does not happen by itself but must be grown from the actions of the actors, certain games or lessons are needed to obtain someone who has good motivation and is good and independent and can regulate and control themselves to do what they want. In addition, gobak sodor is also very necessary to see the extent to which students' motivation follows physical education learning. In the traditional game of gobak sodor there is also the application of teamwork, discipline, critical thinking and high motivation.

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