



Improving Gross Motor Skills Learning Through Traditional Games For Fifth-Grade Students at SDN Cileutik

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ABSTRACT

This research aims to improve the gross motor skills of students at SDN Cileutik, which are not yet optimal. This research aims to improve gross motor skills through traditional games such as engklek for fifth-grade students at SDN Cileutik. This research was conducted at SDN Cileutik in Physical Education for fifth-grade students in the 2024/2025 academic year, involving 26 students—13 boys and 13 girls. Classroom Action Research is the method used. The research design uses the Kemmis and McTaggart model, which focuses on cycles of reflection and continuous action. This research was conducted in three cycles, each consisting of planning, action implementation, monitoring and evaluation, and analysis and reflection. Observation sheets of student and teacher activities were used to collect data during the monitoring and evaluation phase. The data was then analyzed using quantitative and qualitative methods. In the first cycle, only three people completed it, resulting in a graduation rate of 11.54%. In the second cycle, 21 people graduated, achieving a graduation rate of 80.77%. In the third cycle, all 26 participants completed it, achieving a graduation rate of 100%. This shows that the teacher-student activities in the first, second, and third cycles successfully met the requirements of the learning process. Based on the data above, the use of traditional games can improve gross motor skills.

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A. Conception and design of the study;
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INTRODUCTION

Education is one of the efforts to humanize humanity (Nurhasanah & Rukmana, n.d.). Physical Education is an important part of the educational process. (Rachmalia et al., 2022) This means that Physical Education is not just an additional subject attached to the school program as a tool to keep students busy, but Physical Education is an important part of education (Setia Lengkana et al., 2017). Additionally, if directed and nurtured well, students will develop skills that are useful for filling their leisure time, engaging in activities that support the development of a healthy lifestyle, growing socially, and contributing to their physical and mental health (Lengkana et al., 2020). Although it provides students with the opportunity to have fun and enjoy themselves, it



is not accurate to say that Physical Education is conducted solely for students to have fun and enjoy themselves (Azis et al., 2024). However, Physical Education seems to be merely an extracurricular subject, lacking substance, supplementary, and without educational goals or only having the meaning of enjoyment without educational value (Mubarok et al., 2022). Physical Education is not just about learning to move and moving to learn. Physical Education can enhance and shape social maturity, improve performance, and optimize physical and gross motor growth. (Firmansyah et al., 2017)

The development of gross motor skills in children is one of the important aspects that teachers and parents must pay attention to (Hidayat et al., n.d.). Children who have good gross motor skills will be more adaptable in socializing with their peers (Hanum et al., 2020). This will certainly affect the child's confidence when socializing with their friends. Children who have good gross motor skills will become more agile and quick (Azis et al., 2024). His movements become more coordinated and make the child appear more confident (Azis et al., 2024). This will enable the child to be adaptable in their social interactions. In addition, good coordination of movements will help him display good planning skills. This will make the child more skilled in solving everyday problems they encounter (Mahmud, n.d.).

Media in the context of education plays a very strategic role in determining the success of the teaching and learning process (Lengkana et al., 2020). Its presence can create significant dynamics for the learners. Learning media are tools, methods, or techniques used in the teaching and learning process to convey messages and information, enhance interaction between teachers and students, and support the achievement of educational goals (Mubarok et al., 2022). This media encompasses various forms, whether graphic, photographic, electronic, or based on the environment or human interaction (Utami et al., 2022). Overall, learning media not only serves as a means of conveying information but also as a tool that can create a more dynamic, engaging, and meaningful learning experience for students. Learning media is very abundant and varied (Ismiatin et al., 2022). The diversity of media types that can be used in learning guides a teacher in planning the selection of the appropriate media (Yusnaldi et al., 2025).

Traditional games can train children's ability to read body movements, move their bodies, develop agility and dexterity in play, enhance communication skills and the ability to devise good strategies, release children's emotions, and teach children to learn in groups (Ilmu Keolahraagaan Volume et al., n.d.). The traditional game of engklek is part of traditional games that contribute to the development of gross motor skills in children (Bawazir et al., 2024). The benefits obtained from the traditional hopscotch game in children's gross motor skills are, first, the child's physical abilities become stronger because, in this hopscotch game, children are required to jump around (Matheis & Estabillo, 2018). Second, practising balance in the hopscotch game allows children to jump on one foot from one square to another (Nasrulloh et al., 2024). Third, to develop fine motor skills, specifically in the child's hand motor skills, because the child has to throw tiles/ceramics (Indriyani et al., 2021).

Previous research titled "Development of Traditional Gobak Sodor Game Media to Improve Gross Motor Skills in Children Aged 5-6 Years," (Fajarwati & Arini, 2023) discusses

the use of traditional game media in enhancing gross motor skills. This research shows that there is an improvement in gross motor skills through the use of the traditional game gobak sodor in the gross motor learning of children aged 5-6 years. Regarding "The Influence of Using Traditional Gobak Sodor Game Media on the Improvement of Gross Motor Learning Outcomes for Ages 5-6," Based on the results of the media feasibility assessment by experts, it falls into the very feasible category, and the effectiveness test results show a high N-Gain category with a significant difference between the pretest and posttest results. Thus, the use of the traditional game Gobak Sodor has proven effective in improving the gross motor skills of children aged 5-6 years.

Based on the observation results of fifth-grade students in class V-A during gross motor lessons, the students experienced difficulties in agility, nimbleness, and balance. Therefore, further instruction is needed to improve gross motor skills through traditional games. The media of traditional games aims to make gross motor lessons more diverse and motivate students to be more enthusiastic about learning. Considering this, physical education, sports, and health teachers need to find ways to teach gross motor skills. Teachers are expected to act as facilitators and media selectors who can implement learning according to the material, methods, and evaluation of learning. Teachers are always required to be able to improvise and develop according to their abilities. Seeing challenges like this, the media will be very helpful in solving this problem. Students will be challenged and motivated because, with the proper use of media, they will gain a new and enjoyable experience. This is certainly in line with the expectations of active, innovative, creative, effective, and enjoyable learning. From the presentation, the researcher is interested in taking the title: "Improving Gross Motor Learning Through Traditional Games at SDN Cileutik."

METHODS

The research method used is Classroom Action Research (CAR) employing the Kemmis and McTaggart model, focusing on the cycle of reflection and continuous action. By repeatedly identifying problems, planning, acting, and evaluating, teachers can effectively improve their teaching practices and student learning outcomes. In the Kemmis and Mc model, there are four phases: planning (plan), action (act), observation (observe), and reflection (reflect). The plan includes everything that will be carried out during the action phase. This action stage is carried out simultaneously with observation. The researcher takes action and observes what happens. From the results of the implementation and observation data, the data will be analyzed to determine whether the objectives and outcomes of the research have been "fully" achieved or not.

This data analysis is called reflection. If the research objectives have not been fully achieved, the researcher conducts a second cycle or round, starting with planning and reflection, to validate the research findings. This cycle or round continues until the researcher determines that the problem being studied has been resolved and the

learning process or objectives have been improved. The research sample consists of students from SDN Cileutik class V-A for the 2025/2026 academic year, totalling 26 students, comprising 13 male students and 13 female students.

Planning is the first step, which involves creating a lesson plan (RPP) to focus on gross motor learning through traditional games. The instruments used in this study are the physical education teacher performance assessment instrument, the physical education teacher performance assessment instrument, the daily learning implementation ability instrument, the student activity instrument, and the student learning outcome test.

RESULTS AND DISCUSSION

Result

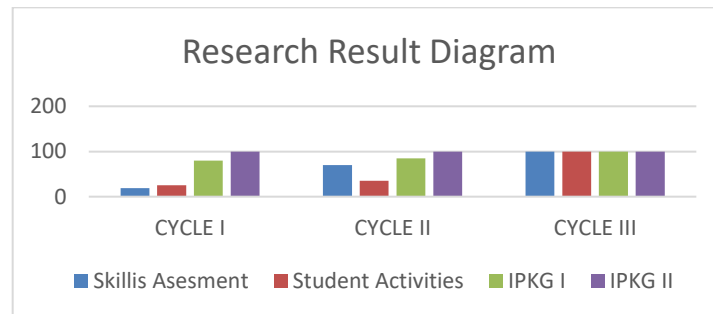


Figure 1.

Graph of Improvement in Students' Gross Motor Skills

Cycle I

The results of the IPKG I evaluation observation were 74%, and the results of the IPKG II evaluation observation showed 80.77%. In the first cycle, only three students scored 75, representing a completion rate of 11.54%, meaning only three out of 26 students were able to complete the task. To gather initial information about gross motor skills, the researcher used the traditional game of hopscotch to teach these skills in Cycle I. Based on the results of the first phase, there are still several areas that need improvement that must be addressed in future teaching. Therefore, this research will proceed to the second phase, incorporating the evaluation and reflection from the first phase of teaching. This will be done through lesson plans and Teacher Performance Assessment Instruments I and II, which each yielded scores of 74% and 95%, respectively. The results of the IPKG I research on teaching show several areas that need improvement. In response to this, the researchers discussed these issues with the collaborating teacher before starting Cycle II. They reviewed the shortcomings of Cycle I, especially the monotonous warm-up that did not fully align with the research objectives.

Cycle II

In Cycle II, 20 students completed the hopscotch game, while 6 students did not, resulting in a completion rate of 75%. The results of the IPKG I and II observations were

81% and 100%, respectively. Therefore, after the first-semester evaluation, students' abilities increased by 71%, showing better progress compared to the first semester. Although the minimum passing grade for physical education is 75, the research goal of 80% has not yet been achieved. Therefore, the research will continue in the third chapter by analyzing the deviations found in the field notes from the second chapter. Although the IPKG results range from 85% to 100%, the main area that needs improvement in teaching is the use of basic movements in the game of hopscotch. Researchers and observers will discuss the shortcomings in the second stage of teaching, particularly focusing on the proper execution of hand movements, especially foot positioning and final posture, which were found to be inconsistent with the expected standards.

Cycle III

Cycle III In Cycle III, students learn how to play hopscotch correctly and properly. The teacher also motivated them to practice diligently and sincerely for three sessions. With a success rate of 100%, the learning outcomes in Cycle III showed significant improvement, as all 26 students achieved the KKM score of 75 and the target score of 80. Other aspects of the learning process, measured by Teacher Performance Assessment Instruments I and II, showed results of 95% and 100%, respectively. This shows that the research has met the criteria and successfully achieved its objectives. Based on the data analysis from the completed study, the traditional game of Engklek effectively improves gross motor skills in students. This has a positive impact on students' learning outcomes and performance, as evidenced by the increase in students' average grades each semester. Therefore, the researchers concluded that this study will only continue until the third chapter.

Discussion

With the results of this research, the traditional game Engklek has a significant effect and there is an improvement in gross motor skills. With the data obtained from the research on the application of the traditional game Engklek to improve agility, balance, and speed, it can be concluded that there is a significant improvement in the movements within the traditional game Engklek. This result is in line with the theory that games that can be chosen to develop all aspects of child development are Engklek games, which are traditional games that have largely been forgotten by the current generation. Engkle is played using objects and counting, and in the game, there are rules that the players must follow. Based on other studies, it has been shown that the game Engklek is capable of developing children's discipline and cognitive abilities. Therefore, the Engklek game can be implemented as one of the learning activities in early childhood schools to develop children's motor skills. The Engklek game has several benefits, namely to train speed, agility, strength, dexterity, and balance (Darmawati & Widyasari, 2022). In addition, the results of this study are also supported by Wiranti's statement that children's learning outcomes in gross motor skills improved after treatment through the game of hopscotch. Whereas during the pretest, the percentage of children's abilities mostly fell

within the criteria of beginning to develop. After the treatment, during the post-test, it increased to the highest level of very good development criteria (Wiranti et al., 2018).

From this research, the traditional game of engklek in improving gross motor skills can be integrated into teaching methods by educators to enhance basic movements. Learning games that are developed and applied in gross motor skill education can be implemented, as recommended by (Gumilar Mulya et al., 2023).

CONCLUSION

Based on the research findings, the traditional game Engklek can improve the gross motor skills of students learning agility, nimbleness, and balance. The findings of this research are expected to help students, especially physical education teachers, in improving cognitive, affective, and psychomotor learning outcomes. For future researchers continuing this study, it is recommended to use a more diverse range of teaching materials, such as various traditional games, but with a clear focus on achieving specific goals.

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