

## Increasing Students' Learning Motivation In Learning Physical Education Through Traditional Games In Elementary School

Tegar Putra Pratama<sup>1A-E</sup>, Ayi Suherman<sup>2B-D</sup>, Anggi Setia Lengkana<sup>3B-D\*</sup>

<sup>1,2,3</sup> Universitas Pendidikan Indonesia, West Java, Indonesia

[tegarputrapratamayusuf@upi.edu](mailto:tegarputrapratamayusuf@upi.edu)<sup>1</sup>, [ayisuherman@upi.edu](mailto:ayisuherman@upi.edu)<sup>2</sup>, [asetialengkana@upi.edu](mailto:asetialengkana@upi.edu)<sup>3\*</sup>

### ABSTRACT

This study aims to determine the increase in students' learning motivation in Physical Education learning through the implementation of traditional games in elementary schools. The background of this study is based on the low learning motivation of students in participating in physical education learning, as well as the erosion of the existence of traditional games amidst the development of digital technology. The research method used is quantitative with a pre-experimental design of the one-group pretest-posttest type. The subjects of this study were 30 students in grades V and VI of SDN Nagrak. The instrument used was a learning motivation questionnaire that had been tested for validity and reliability. The results of the study showed a significant increase in students' learning motivation after being given treatment in the form of traditional games such as gobak sodor, cat-and-mouse, jump rope, hopscotch, and fortification. Based on statistical tests, a significance value of  $<0.05$  was obtained, indicating that traditional games have a positive effect on increasing students' learning motivation in physical education learning. This study concludes that the implementation of traditional games can be an effective, fun, and beneficial learning strategy in increasing elementary school students' learning motivation.

### ARTICLE HISTORY

Received: 2025/06/23

Accepted: 2025/06/28

Published: 2025/06/30

### KEYWORDS

Learning Motivation;  
Physical Education;  
Traditional Games;  
Elementary School.

### AUTHORS' CONTRIBUTION

- A. Conception and design of the study;
- B. Acquisition of data;
- C. Analysis and interpretation of data;
- D. Manuscript preparation;
- E. Obtaining funding

**Cites this Article** : Pratama, Tegar Putra; Suherman, Ayi; Lengkana, Anggi Setia. (2025). Increasing Students' Learning Motivation In Learning Physical Education Through Traditional Games In Elementary School. **Competitor: Jurnal Pendidikan Kepeleatihan Olahraga**. 17 ( 2 ), p. 1977-1985

## INTRODUCTION

Indonesia is a country with many traditional games that can facilitate the growth and development of children. Many traditional games from various regions have benefits and functions to help the development of physical, motor, language, social, emotional, art to intellectual and kinetic intelligence, mathematical logic, and others (Nurhayati, 2020). However, traditional games in this era of globalization are often forgotten, especially for children, because children are now more often playing games on gadgets. Therefore, it is necessary in physical education to do material about traditional games, the goal is that students know traditional games.

Physical education is a learning process involving physical activity that changes the overall quality of life. This can be attributed to the fact that physical education treats the child as a whole, not as a separate individual with physical and psychological qualities (Rismanto, 2022). Physical education is not a complementary subject but a national asset that is expected to function optimally to build the nation and human character in Indonesia (Suherman et al., 2019). However, the reality in the field is that students are often lazy to learn movement skills; they prefer sports that are games or matches, and what's worse is that most PE teachers grant their students' requests, which may have an impact on students' inability to master basic movements. Therefore, in physical education, learning must be packaged interestingly and also fun for students (Novianto & Hartati, 2014). In learning, children are happier if the learning is packaged in the form of games that can motivate students to continue to want to learn. In the learning process, students' learning motivation is an important aspect that affects their academic outcomes and cognitive development. High learning motivation can increase students' engagement in the learning process, help them overcome academic difficulties, and encourage the achievement of optimal learning outcomes (Abnisa, 2020). Playing traditional games in learning can create a more fun and interactive atmosphere, so that students are more motivated to learn. In addition to preserving culture and as a national character, traditional games carried from generation to generation have many benefits, for the joy of playing for players, and as an extension of sports to enhance psychological development, creativity, agility, motivation, and physical fitness (Mudzakir, 2020).

Several research findings over the past 5 years related to this study include the research by A. R. Kurniawan et al. (2023), researched 'The Effect of Traditional Games on Learning Motivation' using a pseudo-experimental research design with a one-group pretest-posttest design. This study focused on the motivation of fourth-grade students at SDN Simbatan 1 with a sample of 29 students. Based on the results of the study, after several tests using the SPSS application, the average results increased from the mean value of 51 to 80.45. In the hypothesis test, the motivation results obtained a sig value of 0.00, so it can be concluded that there is a difference between pretest and posttest data. So, the conclusion of this study is that traditional games can increase students' learning motivation. The increase in motivation obtained was 57.74%. Then, Research from Riduan et al. (2023) researched 'The Effect of Traditional Games on Motivation in Physical Education Learning at SD Negeri 1 Rawak Hulu' using a pre-experimental one-group pretest-posttest design. This study focuses on the influence of traditional games on motivation in learning physical education class V, and the sample amounted to 21 people utilizing sampling techniques using total samples (total sampling). The results of this study show a large influence of traditional games, with a percentage of influence of 91.610%. It can be concluded that there is a significant influence of traditional games on motivation in learning physical education at SD Negeri 1 Rawak Hulu. Research from S. D. Anugrah et al. (2023) researched 'The Effect of the Application of Traditional Games in Physical Education on the Learning Motivation of High School Students' using an experimental research design. This study focused on the effect of the application of

traditional games in physical education on the learning motivation of 32 students in class XI IPA 3 SMA Negeri 1 Telukjambe Barat. From the results of this study, it is known that the significance value (2-tailed) of this case example is 0.000 ( $p < 0.05$ ), so that the pre-test and post-test results experience significant changes. Based on the descriptive statistics of the pre-test and post-test, it is evident that the final exam is higher. It can be concluded that the use of traditional game methods in physical education learning affects students' learning motivation. And research from R. R. Anugrah & Dermawan, (2022) researched 'Contribution of Traditional Games to Student Learning Motivation' using an experimental research design with a One-Group pretest-posttest design. Focusing on the effect of traditional games on the learning motivation of 25 students of SDN Wanajaya 06, Bekasi. Based on the results of the study, it can be concluded that there is an effect of traditional sports games on student learning motivation. With a t-count value  $> t$  table ( $-3.441 > 2.262$ ), the decision  $H_a$  is accepted and  $H_o$  is rejected. So there is a difference in the level of student motivation before and after receiving traditional sports treatment.

From previous research that is relevant to this study which will examine the increase in student learning motivation in PE learning through traditional games in elementary schools, from A. R. Kurniawan et al., (2023) examined the effect of traditional games on the learning motivation of grade IV students at SDN Simbatan 1 by using one traditional game and only conducting 2 treatment meetings, in contrast to this study which will implement 5 traditional games and conducted in 12 treatment meetings. Then, research from Riduan et al. (2023), which examines the Effect of Traditional Games on Motivation in Physical Education Learning at SD Negeri 1 Rawak Hulu by implementing 4 traditional games, namely: bentengan, asem (galah hadang), main bal (jump rope), and throwing sandals, in contrast to this study, which implemented 5 traditional games, namely bentengan, gobak sodor, lompat tali, kucing-kucingan, and engklek. Furthermore, S. D. Anugrah et al. (2023) conducted research on the Effect of the Application of Traditional Games in Physical Education on the Learning Motivation of High School Students, in contrast to this study, which examines the learning motivation of elementary school students. And research from R. R. Anugrah & Dermawan (2022), which examines the Contribution of Traditional Games to Student Learning Motivation at SDN Wanajaya 06 Bekasi, does not specify what games are done and how many times.

Responding to the above research, it is important to further research on Increasing Student Learning Motivation in Physical Education Learning Through Traditional Games in Elementary Schools. Although many researchers have conducted studies on traditional research, not many have conducted or introduced diverse traditional games. Also, no one has conducted research in this research population, which certainly makes novelty in this study novel.

Research on increasing student learning motivation in learning Physical Education through traditional games in elementary schools is considered very important to do, considering that elementary school students are very happy to play as well as to preserve traditional games for children in this generation. In addition, traditional games have many

benefits for students' motor development and growth. This research focuses on increasing student motivation in learning Physical Education by using traditional games. This is expected to develop interest and increase student learning motivation in participating in physical education learning at school because researchers are trying to provide learning that always gives students a sense of pleasure and increases student learning motivation to take part in physical education learning.

## METHODS

This research is a quantitative study with a pre-experimental design research method. This research was conducted to see the effect and how much influence traditional games have on the motivation to learn PE in elementary school students before and after being given treatment. The pre-experimental design used in this study is one-group pretest-posttest, which is a design that provides a pretest before being subjected to treatment, as well as a posttest after being subjected to treatment.

The population in this study were all elementary school students of SDN Nagrak. The research location will be held at SDN Nagrak, which is located in Cikelat Village, Cisolok District, Sukabumi Regency. The subjects of this study are students of SDN Nagrak who generally have less motivation when learning PE and also do not know much about traditional games. The reason why the researcher chose this location is that the research location is considered suitable because students at the elementary school are in accordance with the research problem to be carried out. In addition, this location is very strategic for researchers because this place is a place where researchers went to school before, so researchers are very eager to be directly involved in research activities. The samples in this study were class V and class VI students at SDN Nagrak, totalling 30 people, who would later pretest their motivation to learn PE before receiving treatment in the form of traditional games, and after that, a posttest would be conducted. As for the consideration of researchers choosing 30 students of SDN Nagrak, including 15 people from class V and 15 people from class VI.

The research procedure that researchers will carry out has 3 stages, namely, the preparation stage, the implementation stage, and the final stage of research. The implementation stage includes a pretest, namely distributing questionnaires of student motivation in learning PE., After that, the implementation of treatment is carried out in 12 meetings that apply traditional games such as bebentengan, lompat karet, gobak sodor, kucing-kucingan, and engklek. The posttest will be carried out by distributing student learning motivation questionnaires in PE learning again, and in the final stage, namely data analysis based on data obtained from the implementation of pretests and posttests.

Then the data analysis that will be conducted includes assumption tests such as the normality test and the homogeneity test. If the data is normally distributed, then parametric statistics will be used, and later the Paired Sample T-test will be applied. If the data is not normally distributed, then non-parametric statistics will be used, and then

the W Test will be applied. Furthermore, to determine the extent of the influence of traditional games on student learning motivation in physical education learning, a Regression Test, commonly called the R Test, will be used. In conducting data analysis, researchers used SPSS.27 For Windows.

## RESULTS AND DISCUSSION

The following data is generated from the pre-test and post-test of the research sample. In order to find out the value more clearly, the researcher used the help of SPSS software version 27 for Windows. With the help of this application, researchers can find out the lowest, highest and average scores for grade V and grade VI students of SDN Nagrak in a statement that can be seen from the following table.

**Table 1.**  
Descriptive Statistics pretest and posttest results

	N	Mean	St.Dev	Min	Max
<b>Pretest</b>	30	47.20	5.561	33	58
<b>Posttest</b>	30	50.80	3.585	43	58

Based on Table 1 above, it can be seen that the entire sample consists of 30 people who participated in the pretest and posttest. The lowest score in the pretest was 33, while in the posttest it was 43. For the highest score, the pretest was 58, and the posttest was 58. For the average score on the pretest, it was 47.2, while the average on the posttest was 50.8. Then, the standard deviation for the pretest was 5.561, while the standard deviation for the posttest was 3.585.

### Normality Test

To determine whether the hypothesis test to be used in the future will use parametric or non-parametric statistics, the data on physical education learning motivation of SDN Nagrak students must first undergo a normality test using the Shapiro-Wilk test because the data is small (<50), and to ensure whether the data is normally distributed or not. The results of the data normality test can be seen in Table 2.

**Table 2.**  
Normality Test Result

	Shapiro-Wilk		
	Statistics	df	Sig.
<b>Pretest</b>	.932	30	.056
<b>Posttest</b>	.973	30	.631

Based on Table 2 above, from the normality test that has been carried out. So it can be concluded that the data that has been taken through the questionnaire of PE learning motivation shows that the results of the pretest have a significance of  $0.056 > 0.05$ , while for the posttest it is  $0.631 > 0.05$ . It can be concluded that the data from the normality test is normally distributed.

### Hypothesis Test

The hypothesis in this study was tested through the use of a paired sample t-test using SPSS. The first hypothesis is "there is a significant effect in the application of

traditional games to increase the motivation of learning PE students of SDN Nagrak. The conclusion of this study is declared significant if the sig value is below 0.05 ( $\text{sig} < 0.05$ ). Based on the normality test that has been normally distributed, the paired sample t-test is then carried out using the SPSS 27 for Windows application. According to the results of the analysis, the data obtained in the table below.

**Table 3.**  
Hypothesis Test Result

Hypothesis Test Result								
	Paired Differences					t	df	Sig. (2-tailed)
	95% Confidence Interval of the Difference							
	Mean	St.Dev	St. Error Mean	Lower	Upper			
Pretest	-3.600	3.626	.662	-4.956	-2.246	-5.439	29	.001

Based on Table 3, the Sig. (2-tailed) value of  $0.001 < 0.05$ , which indicates that the alternative hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. This indicates that there is a significant effect of the application of traditional games on increasing the motivation to learn PE for students of SDN Nagrak. In other words, the method proved effective in developing students' interest or motivation in learning PE significantly.

### R-Square Test

The R-Square test is a test that is shown to determine how much influence Traditional Games have on Student PE Learning Motivation. The following are the results of the R-squared test using the help of the SPSS 27 application.

**Table 4.**  
R-Square Test Result

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,768 <sup>a</sup>	,590	,576	2,336

The results in Table 4 show that the R Square value is 0.590, which means that the effect of the independent variable on the dependent variable is  $0.590 \times 100\% = 59\%$ . So there is an influence of the application of traditional games in increasing student learning motivation in PE learning, which is significant at 59%. The rest is 41% contribution from other variables such as the influence of teachers, learning media, and school environment atmosphere.

### Discussion

Based on the results of the data calculation using the paired sample t-test above, in Table 3 which obtained a sig value of  $0.001 < 0.05$ , indicating a significant difference between the pretest and posttest. It can be concluded that the implementation of traditional games has an influence on student learning motivation in physical education learning in elementary schools. The results of this study are in line with the theory of Kusumawati, (2024). Increasing student potential can be done through learning motivation, which has been proven effective. According to Ryan & Deci (2019) in



Kusumawati (2024) stated that intrinsic motivation, which comes from personal interest and pleasure in learning, significantly increases student engagement and academic achievement. When students feel motivated from within themselves, they are more likely to be actively involved in the learning process and pursue knowledge with enthusiasm. This intrinsic motivation creates a positive learning environment and allows students to explore their interests in depth.

Based on the calculation of the R-square value above in Table 4, it is  $0.590 \times 100\% = 59\%$ . Therefore, the implementation of traditional games has a 59% effect on increasing student learning motivation in physical education learning at SDN Nagrak. The R-squared test scores show a significant increase in student learning motivation in physical education learning through traditional games at SDN Nagrak. These results align with the theory of learning motivation, which states that motivation is a driving force that arises both from within and outside the individual and can influence students' enthusiasm and intensity in learning (Sardiman, 2018; Uno, 2019). In this context, traditional games such as gobak sodor, engklek, and lompat tali serve as enjoyable learning stimuli, which can increase feelings of enjoyment, self-confidence, and the desire to actively participate in physical education learning. Conceptually, these findings are also supported by Brophy dalam Uno (2019) on S. D. Sari & Indahwati (2018), who emphasized that meaningful learning occurs through social interactions and contextual activities. Traditional games allow for collaboration, healthy competition, and simultaneous motor and social learning, thus encouraging holistic learning motivation. Furthermore, traditional games contain elements of local culture that enrich students' learning experiences and provide educational value without a heavy cognitive load (Nurhayati, 2020). This reinforces the notion that traditional games serve not only as entertainment but also as effective and meaningful educational tools (R. R. Anugrah & Dermawan, 2022).

Based on the data and theories reviewed, it can be concluded that traditional games can significantly increase student learning motivation in Physical Education (PE) lessons in elementary schools, both quantitatively (through increased motivation scores) and qualitatively (through enjoyable and meaningful learning experiences). The learning experiences gained through these game activities not only improve students' physical aspects but also strengthen social interactions, teamwork, self-confidence, and love of local culture. Furthermore, the use of traditional games in Physical Education (PE) learning aligns with a holistic and humanistic learning approach, as it simultaneously addresses physical, cognitive, affective, and social aspects. In other words, traditional games are not merely a form of entertainment; they have proven to be an effective pedagogical strategy for fostering a passion for learning, strengthening character, and fostering healthy lifestyle habits in children from an early age.

Therefore, it can be emphasized that implementing traditional games in PE learning is not only relevant but also strategic for developing a generation of students who are more active, healthy, and highly motivated to learn. Integrating local cultural values through these games also has the potential to strengthen students' identity and make learning more contextual and meaningful in the long term.

## CONCLUSION

Based on the results of research and data analysis that have been carried out regarding increasing student learning motivation in PE learning through traditional games in elementary schools, it can be concluded that traditional games have a significant influence on student learning motivation in PE learning. Based on the data from the t-test results, it shows that the hypothesis is accepted with a Sig value. (2-tailed) of  $0.001 < 0.05$ , this indicates that there is a significant effect of the application of traditional games on increasing the motivation to learn PE of Nagrak Elementary School students. In other words, the method proved effective in developing students' interest or motivation in learning PE significantly. Also %. The increase and change are the effects of providing treatment using traditional games in increasing student learning motivation in learning PE has an influence and an increase. So it can be concluded that the application of traditional games to student learning motivation in PE learning at SDN Nagrak influences 59%.

## REFERENCES

- Abnisa, A. P. (2020). Konsep Motivasi Pembelajaran. *Jurnal Asy-Syukriyyah*, 21(02), 124–142. <https://doi.org/10.36769/asy.v21i02.114>
- Anugrah, R. R., & Dermawan, D. F. (2022). Kontribusi Permainan Tradisional Terhadap Motivasi Belajar Siswa. *Jurnal Olahraga Dan Kesehatan Indonesia (JOKI)*, 3(1), 83–93. Retrieved from <http://stokbinaguna.ac.id/jurnal/index.php/JOK/article/view/723%0Ahttp://stokbinaguna.ac.id/jurnal/index.php/JOK/article/download/723/555>
- Anugrah, S. D., Kurniawan, F., & Syafei, M. M. (2023). Pengaruh Penerapan Permainan Tradisional Dalam Pendidikan Jasmani Terhadap Motivasi Belajar Siswa Sekolah Menengah Atas. *Jurnal Ilmiah Wahana Pendidikan*, 9(5), 691–695.
- Kurniawan, A. R., Priambodo, A., & Kristiyandaru, A. (2023). Pengaruh Permainan Tradisional Terhadap Motivasi Belajar. *Bravo's : Jurnal Program Studi Pendidikan Jasmani Dan Kesehatan*, 11(2), 196. <https://doi.org/10.32682/bravos.v11i2.2954>
- Kusumawati, A. A. (2024). Self Regulation Dalam Meningkatkan Motivasi Belajar Peserta Didik. *Jurnal EMPATI*, 13(3), 47–52. <https://doi.org/10.14710/empati.2024.45013>
- Mudzakir, D. O. (2020). Pengaruh Permainan Olahraga Tradisional Terhadap Motivasi Dalam Pembelajaran Penjas Di Sekolah Dasar. *Jurnal Maenpo:Jurnal Pendidikan Jasmani Kesehatan Dan Rekreasi*, 10(1), 44–49.
- Novianto, A. R., & Hartati, S. C. Y. (2014). Pengaruh Model Pembelajaran Aktif, Inovatif, Kreatif, Efektif, Dan Menyenangkan (PAIKEM) Terhadap Hasil Belajar Shooting Pada Permainan Sepak Bola. *Pendidikan Olahraga Dan Kesehatan*, 02, 738–742. Retrieved from <http://ejournal.unesa.ac.id/index.php/jurnal-pendidikan-jasmani/issue/archive>
- Nurhayati. (2020). Meningkatkan Motorik Kasar Anak Melalui Permainan Tradisional Pada Anak Usia Dini. *Tadulako Journal Sport Sciences and Physical Education*, 0383, 176.



Retrieved from <http://jurnal.untad.ac.id/jurnal/index.php/PJKR/index>

- Riduan, Haetami, M., Yanti, N., Triansyah, A., & Ali, R. H. (2023). Pengaruh Permainan Tradisional Terhadap Motivasi Dalam Pembelajaran Pendidikan Jasmani di SD Negeri 1 Rawak Hulu. *Jurnal Dunia Pendidikan*, 3(November), 67–78. Retrieved from <http://jurnal.stokbinaguna.ac.id/index.php/JURDIP/article/view/2083>
- Rismanto, Y. (2022). *Pengaruh Permainan Tradisional Terhadap Motivasi Belajar Siswa Dalam Pembelajaran Pendidikan Jasmani*. Universitas Pendidikan Indonesia.
- Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory and the Facilitation of Intrinsic Motivation, Social Development, and Well-Being. *American Psychologist*, 55(1), 68–78. <https://doi.org/10.1037/110003-066X.55.1.68>
- Sardiman, A. M. (2018). Interaksi dan motivasi belajar mengajar (cetakan 24). *Jakarta: Rajawali Pers*, 246.
- Sari, S. D., & Indahwati, N. (2016). Hubungan kemampuan motorik dan motivasi belajar terhadap hasil belajar pendidikan jasmani, olahraga, dan kesehatan. *Jurnal Pendidikan Olahraga Dan Kesehatan*, 04, 556–563.
- Suherman, A., Supriyadi, T., & Cukarso, S. H. I. (2019). Strengthening national character education through physical education: An action research in Indonesia. *International Journal of Learning, Teaching and Educational Research*, 18(11), 125–153. <https://doi.org/10.26803/ijlter.18.11.8>
- Uno, H. B. (2013). Teori Motivasi dan Pengukurannya: Pendidikan. *Jakarta: PT. Bumi Aksara*.