



# Introduction of Traditional Sport Education Games to Students of Public Elementary School 38 Janna -Jannaya in The Era of Technological Development

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**Abstract:** The rapid development of digital technology has changed social interaction patterns and physical activity ranging from children to result in decreased participation in traditional sports activities. This service activity discusses the importance of traditional game -based sports education as a strategy to re -introduce cultural heritage and develop students' social skills in the era of technological development. The results of this traditional sports game show that traditional sports have a significant positive impact including, preservation of local culture, character formation based on local wisdom values and the development of motorcycle capabilities and student movement coordination in SD 38 Janna-Jannaya. There are several types of traditional sports games implemented in training activities, namely boy-boyan, jump inch, sodor gobak, and crank. It is hoped that the sports game will one day become a sport that is favored by students in the midst of the rise of the development of digital technology that causes students to access online games and other applications. That is the author raising this title as an effort to re -introduce traditional sports cultural heritage to preserve identity and form a balanced generation in the technology era.

**Keywords:** Traditional Games, Spot Education, Era of Technological Development.

## Introduction

Education is the main key to progress for a nation, because the success and progress of the nation depends on the education that is focused on its population, education is an effort that has been arranged in realizing a learning atmosphere and learning process so that students are agile in developing the abilities that exist in themselves. Physical education is an educational process that utilizes systematically planned physical activities aimed at developing and improving individuals organically, neuromuscularly, perceptually, cognitively, and emotionally, within the framework of the national education system, where physical education contains elements of games and fun, through physical education teachers can teach many things to students, One of the most important things that must be achieved from learning physical education is that students are able to

perform basic movement skills and are able to shape children's character, namely social values, (Bete & Saidjuna, 2022).

Physical education is a stage of physical activity that is arranged to improve physical fitness, develop motor skills, knowledge and behavior of healthy and active living, honesty, and empathy. The learning environment is carefully organized to enhance the growth and development of all domains, namely physical, psychomotor, cognitive and affective, therefore physical education must cause improvements in the mind (psychological) and body (physical) which affect all aspects of a person's daily life (Nopiyanto & Raibowo, 2020).

Traditional sports games are an innovative learning model in physical education developed by Daryl Siedentop in 1994. This model is designed to provide factual and meaningful sport experiences for learners in

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an educational context. In contrast to the traditional approach in physical education, Sports Education emphasizes the formation of sports literacy, where students not only learn physical skills but can also develop children's character, this is in line with the opinion of (Wati & Nurdiana, 2019) which states that traditional games can be a tool in shaping national character and identity because traditional games contain many positive characters and local wisdom (Setyarini et al., 2020).

Traditional games are games that have been played by children originating from an area by tradition, that is, the game is inherited from one generation to the next. Games used in learning in physical education in elementary schools must help develop the cognitive domain, affective domain, psychomotor domain, and physical domain (Hardi & Mutmainna, 2024).

Traditional games are defined as typical sports originating from Indonesia that have cultural elements. the fact that traditional games can also be used as a means to improve body fitness. Traditional sports games are sports in the form of games so they are very good for use in improving children's motor skills (Defliyanto et al., 2023).

Students are more eager to move and do physical activities in this traditional sports game. Students who are enthusiastic in this game tend to be more cheerful and happy, and are more ready to play an active role in achieving victory by organizing strategies and solving problems. Knowing cultural heritage The socialization of traditional games also aims to introduce Indonesian cultural heritage to the younger generation. Therefore, it is important to preserve traditional sports games like this to maintain the nation's cultural identity (Pjkr et al., 2021). Traditional sports games can also improve students' motor skills. The learning requires a series of fast physical motor reactions (motor responses). Everyone always goes through a learning process in his life. The learning process helps people change their quality (Fatah et al., 2024)

In this digital era, learning media for students is not only learning using books, but also using technology such as the internet and robot media in learning (Hanim, 2022). Not a few children spend more time with electronic devices and games. They tend to choose online games or digital applications that offer practicality and instant stimulus. Online games can be the opposite of parents and teachers in terms of increasing children's/students' interest in learning. Teachers must be able to develop intrinsic motivation in students to be better than extrinsic motivation (Emda, 2018). This phenomenon has a significant impact, not only on cultural preservation, but also on aspects of children's physical, mental and social development.

Based on this problem, the author is interested in conducting the Introduction of Traditional Games to see further the truth of the impact produced by the influence of the digital era in the form of online games and other electronic game applications in the current era of technological development. This is very important to do, perhaps it can be the first step for various stakeholders to find solutions in re-developing local cultural heritage in terms of traditional games to students of SD 38 JANNA-JANNAYA Sinoa District Bantaeng Regency South Sulawesi.

Therefore the author took the title "Introduction of Traditional Sport Education Games to Students of SD 38 Janna-Jannaya in the Era of Technological Development" This research aims to see how to preserve traditional games as one of the cultural sports that have been passed down from generation to generation can be preserved again to students of SD 38 Janna-Jannaya.

## Method

The method used in this service is socialization and research by taking a direct approach to students of SD Negeri 38 Janna-jannaya at the socialization stage by providing material exposure regarding traditional sports for students at SD 38 Janna-jannaya school. Socialization is also known as role theory, in which it teaches the role of individuals that must be carried out (Wulandari et al., 2018). The implementation of socialization and training methods aims to increase understanding and awareness of the importance of knowing and preserving traditional sports in the era of technological development.

The implementation of this service is divided into three stages, namely the observation, implementation and evaluation stages. At the direct observation stage of student behavior and activities in their social context. This observation aims to understand the relationship and correlation, enthusiasm, and ability of students' motor skills. At the Implementation stage, clear demonstrations and instructions are given on how to perform the correct game, followed by direct practice by students. Improve gross motor skills through fun physical movements. The evaluation is carried out after the implementation stage to assess the development of students' motor skills. The aim is to find out whether students have improved or there are difficulties experienced by children so that teachers can make improvements in the next learning process (Feni Ayu Mutiara Bru Surbakti et al., 2021). This method aims to create an interactive and fun learning environment for students, while significantly improving their motor skills.

## Result and Discussion

### Result

Traditional sports games generally involve intensive physical movements such as walking, running and jumping. Students' interactions after conducting traditional sports game training at SD 38 Janna-jannaya have improved in several aspects, including increased cohesiveness in each team so that students learn to work together and support each other. In addition, better communication was established because this traditional game is dominantly carried out per team and requires active communication between players so that closer social relations are established. From this traditional sports game training, children are more familiar with their cultural heritage who used to be completely unaware of the game.

### Discussion

#### A. Boy-boyan Traditional Game

Boy-boyan is a traditional game originating from West Java province. This game is usually played by children. This activity applies the practice model of playing a baseball and stones arranged upwards which is expected that students are able to master basic techniques through this method. By using boy-boyan games to develop gross motor skills, children will feel more interested and feel happy (Qomariah & Hamidah, 2022). The throwing group throws the ball towards the precarious tower from a distance of 6-10 meters. If the precarious tower collapses, the throwing group must run and reassemble the precarious tower.



**Figure 1.** Warmin up stage  
Source: Personal Documentation

Before starting the game, players must first warm up. The purpose of warming up is to increase blood circulation, the development of increased lungs and heart rate gradually (Wahyu Tri Sudaryanto et al., 2022). With the winning group of

players, they must knock down the tower of broken tiles / pottery, or asbestos shards, or pieces of wood, or broken bricks, or milk cans using tennis balls from a certain distance. Furthermore, the winning player must reassemble the scattered tower of broken tiles, or asbestos shards, or pieces of wood, or broken bricks, or milk cans while avoiding ball shots from the losing player. While the other winning players continue to struggle to complete the tower of broken tiles, asbestos shards, pieces of wood, broken bricks, or milk cans. If the winning player succeeds in arranging the broken tiles, or asbestos shards, or pieces of wood, or broken bricks, or milk cans, the game is over.

#### B. Traditional Games Lompat lengkal

Lompat Jengkal is often associated with agility games or sports. This is because this game can train children's motor movements that affect the formation of strong and healthy muscles and physique. The application of this game training model can train children's motor movements that affect the formation of strong and healthy muscles and physique, these children's motor movements are trained through jumping to pass obstacles in the form of one to several hand spans, walking before preparing to jump, jumping with one foot, to coordinating all body movements. This game is usually played in groups with this children can learn how to socialize with others and learn to understand the character of each child (Erlin et al., 2022). It is expected that students will be able to master basic techniques through this method. This assistance and training activity is directly followed by students of SD Negeri 38 janna-jannaya with the hope that the implementation of this activity students will be able to perform basic techniques correctly.



**Figure 2.** Traditional Game Lompat Jengkal  
Source: Personal Documentation

The single-leg jumping stage in the game of skipping involves several steps that are essential to



ensure that the player can jump appropriately and safely. Here are the steps that can be followed to perform a single-leg jump in the game of skipping:

#### 1. Initial Preparation

**Foot Selection:** Decide which foot will be used to jump (dominant foot). **Standing Position:** Stand behind the starting line with the leg that will be used to jump slightly raised.

#### 2. Jumping Technique

**Starting Position:** Stand straight with one leg (the leg that will be used for jumping) in front. The other leg can be slightly raised or touch the ground lightly to provide balance. Make sure the body is in a balanced position and the eyes are focused on the jumping goal point. **Jump Preparation:** Bend the knee of the leg that will be used to jump slightly to build strength from the thigh and calf muscles. Point the body slightly forward to prepare for the momentum of the jump. **Jumping:** Use the strength of the leg muscles and lower body to jump upwards. **Landing:** Focus on landing using the same foot used to jump.

### C. Gobak Sodor

Gobak Sodor is a traditional game popular in Indonesia, especially among children. The motor skills of the game "Hadang" can improve students' basic motor skills. The activities of walking, running, jumping, touching, holding, and eye-hand coordination are all relevant to this game (Putri et al., 2024). The game is usually played by two groups, each consisting of 4 to 10 people. **Boundary Lines:** The field is divided into two parts by a straight line. This line is used as the boundary between the two groups. **Team Division:** Players are divided into two teams, one team as guards and one team as passers. **Starting Position:** The guard team stands in the guard area, while the passer team is on the opposite side. This gobak sodor game is useful for the development of children's interpersonal emotional intelligence, development of children's kinesthetic intelligence, development of children's natural intelligence, and development of children's spatial intelligence (Lindawati, 2019). The purpose of this game is to achieve a certain goal by crossing the lines formed by the opposing team, while avoiding the members of the opposing team. Assistance activities are followed directly by SD Negeri 38 Janna-jannaya students with the hope that the implementation of this activity students are able to perform the correct basic techniques.



**Figure 3.** Traditional Game Gobak Sodor

Source: Personal Documentation

The stages in playing the traditional game of gobak sodor include:

1. Players are divided into 2 teams, each team consisting of 3-5 people (optional, adjusting the number of participants participating in the game).
2. If 1 team consists of 5 people, the field to be used must be divided into 4 rectangular boxes with a size of approximately 5m x 3m (adjusting the size of the field to be used).
3. For the "fortress guard" team, the task is to keep the "opposing" team from crossing or heading to the finish line.
4. The "opposing" team must move towards the finish line provided that they are not touched by the 'guard' team and can enter the finish line provided that no members of the "opposing" team are still in the starting area.
5. The "opposing" team will be said to win if one of its members manages to return to the starting line safely or is not touched by the "guard" team.
6. The "opposing" team will be declared defeated if one of its members is touched by the "guard" team or goes beyond the predetermined field boundary line. If this happens, the team's position will be changed.

### D. Engklek

Engklek is one of the traditional games that is done by walking using one foot. Engklek is a traditional game commonly played by children by jumping from one box to another using one foot. (Fitriyah & Khaerunisa, 2018). The player can prepare a picture as a field of play and a gaco in the form of a fragment of tile or stone. Before playing cranklek, a gaco, which is a stone or fragment of tile used as a throwing tool. the shape of the gaco

resembles a flat triangle, trapezoid, circle, square, and so on. (Explo, 2014) Players can prepare the playing field in advance. This drawing is usually made with charcoal, chalk, or wood if made on the ground. Cranklek has several types, where the type of cranklek adjusts to the shape of the pattern drawn on the cranklek game area. The learning model using the cricket game has goals that can develop aspects of child development, namely aspects of moral values, language, social emotional, and physical motor aspects of children.



**Figure 4.** Traditional Game Engklek  
Source: Personal Documentation

The stages of implementing the traditional game engklek include the following:

1. All players do hompimpa, the winner gets the first turn. The first player throws the gaco and cannot exceed the box provided. If the gaco exceeds the box, the player is declared dead.
2. The first player jumps with one foot, then returns again by taking the gaco in box 1 with the position of one foot still raised.
3. After that the player throws the gaco into box 2. If it comes out of box 2, the player is declared dead and is replaced by the next player. But if successful, the player can continue the game.
4. And so on until all the boxes have been thrown with the gaco. The turn is taken if the player throwing the gaco passes the target or treads two feet in one box.
5. Then if all the boxes have been passed by the player, then the player can throw the gaco with his back to the crank. If the gaco falls on the desired box, then that box will become his home.
6. The player who gets the box may stop at the box with two feet. And so on until the boxes belong to the players. If all have been owned by players, then the game is declared over.

7. The winner is the player who has the most houses from the boxes on the cranklek drawn.

## Conclusion

The importance of introducing traditional sports as part of physical education in elementary schools, especially in the midst of the rampant use of gadgets in today's era of rapid technological development. Traditional games can provide great benefits for students' physical, mental, and social values development, such as cooperation, discipline, and sportsmanship. With the rapid development of technology that leads to the tendency of children to be more often involved in digital activities, traditional sports training can be an effective alternative to encourage students to be more active in moving and interacting socially with their social environment. Through an educational program that combines traditional games with the concept of Sport Education, students are not only taught about sports, but are also expected to be able to apply cultural values and traditions in their daily lives. Therefore, it is important for educators and schools to continue to integrate traditional games in the physical education curriculum to create a balance between the utilization of technology and the development of physical skills and character of students.

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