

# THE EFFECTIVENESS OF TRADITIONAL GAME “BAKIAK” IN IMPROVING GROSS MOTOR SKILLS CHILDREN 7-8 YEARS IN PRIMARY SCHOOL MARDISIWI SURABAYA

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## *Abstract*

*The development of physical motor is one of around the basics of development. Motor skills the son shall not developing without the ripeness motor control, they will not be optimal if motor has not kept pace with the movements of the body without physical exercise. Motorskills development program children often ignored by parents and educator .It is more because they did not yet fully understand that the program motor skills such as literacy and be an integral part with aspects of the development of other..Based on the results of the field observation of the ability of the primary school students undeveloped coarse motor to work optimally .So that needs to be done the application of the use of game terompah length (clogs) .This study aims to to know the effectiveness of traditional games ‘bakiak” in improving the gross motor skills children aged 7-8 years in primary school mardisiwi Surabaya. In this research uses experimental methods with the total sample used by 28 studentens. Data collection and techniques used the observation and documentation. Analysis techniques data using t-test of the spss 21.0. Hypothesis research are the traditional games clogs have effectiveness in increase gross motor skills children 7-8 years in primary mardisiwi surabaya.This can be seen from the analysis result of the data  $t = 16,650$  and  $\text{sig.} (2\text{-tailed}) = 0.001$ . Because  $\text{sig.} (2\text{-tailed}) = 0.001 < 0,05$  so it can be concluded that the difference gross motor skills students significant given the game after “Bakiak” in learning. So it means ho turned down and ha received which means there was a very significant before and after repeated by applying traditional games “Bakiak”. But the effectiveness of traditional games “Bakiak” against gross motor skills children 7-8 years in primary school Mardisiwi Surabaya of 65,66 %.*

**Keywords:** *gross motor skill, traditional game “Bakiak”*

## **Introduction**

In Indonesia, the development and potential development of school-age children (7-12 years old) are currently getting serious attention from the government because it is well realized that they will be the next generation to come. To realize a superior and resilient generation and able to compete against its life in the future, efforts are needed to develop and develop children in accordance with their growth period.

Motor physical development is one of the basic skills development. The material of physical motor development activities includes activities that lead to activities to train fine motoric and fine motoric which consists of road movements, running, jumping, gymnastics, skills with the ball, equipment use skills, interesting, rhythmic exercises, and joint movements. The child's motor skills will not develop without the maturity of motor control, the motor will not be optimal if it is not balanced with the movements of the liSDs without physical exercise.

Development programs for early childhood motor skills are often overlooked or forgotten by parents, mentors and even teachers themselves. This is more because they do not understand that the motor skills development program is an integral part of early childhood education. Of the above problems, it is necessary to improve gross motor skills. Abusive motoric ability in kindergarten is still poorly coordinated so that it becomes a problem that needs to be considered by the teacher.

Problems in gross motor development occur in school-age children in elementary school. Mardisiwi Surabaya includes (1) lack of agility of children to move the strength of their hands and feet, (2) children lack enthusiasm to do gross motor activities due to lack of games that support children's motivation to play, (3) children are less flexible in moving their legs and arms, (4) children are less able to coordinate their body movements properly. Like, stepping and swinging your arms, swinging your legs forward and backward without losing balance. This can be seen from 28 children, 16 of whom have not been able to do gross motor activities.

Clogs is a traditional game that can develop children's gross motor skills, such as the ability to walk fast, coordinate the movements of the body (coordination between moving moves, and the movement of swinging the hand with the child's body), and training the child's balance, flexibility and agility. Improving gross motor skills in children is very necessary because if the motor physical is disrupted, the child will have difficulty controlling his body's movements and balance well.

### Research Methods

This research is a quantitative research with experimental methods. The design in this study uses Pre-Experiment with one-group approach pre-post test design. This study aims to determine the effect of one variable with another variable. The aim is to find out the effect of clogging games on the ability of motorized children aged 7-8 years in SD Mardisiwi Surabaya. The number of students is 28 children. Children consisting of 15 men and 13 women. Before the data is analyzed, a prerequisite test is performed, namely the normality test and homogeneity test. After fulfilling the prerequisites, the data is analyzed. What is used in this study is the t-test.

### Research Result and Discussion

The decision-making criteria in testing hypotheses are based on the statistical probability value  $t$  ( $Sig.t$ ) obtained based on the significance level ( $\alpha$ ) = 0.05. If the p-value is  $\leq 0.05$ , it means that there is a significant influence. If the coefficient obtained is positive, it means positive and significant effects.

**Table 1.** The ability of Gross Motoric Children Before Treatment

No	Category	Score	F	%
1	Develops Very Good (DVG)	76-100	2	7%
2	Develops according to expectations (DAE)	56-75	5	17%
3	Starts Developing (SD)	41-55	8	28%
4	Undeveloped (UD)	<40	13	48%
			28	

Based on table 1. above, it can be seen that the gross motor skills of students before the use of clogs obtained data of children in the DVG category as much as 2 children with a percentage of 7%, children who in the DAE category as many as 5 children with a percentage of 17%, children in the SD category as many as 8 children with a percentage of 28%, children with UD category as many as 13 children with a percentage of 48%.

**Table 2.** Overview of Ability of Gross Motoric Children Aged 5-6 Years After Using Clogging Games

No	Category	Score	F	%
1	Develops Very Good (DVG)	76-100	12	43%
2	Develops according to expectations (DAE)	56-75	14	50%
3	Start Developing (SD)	41-55	2	7%
4	Undeveloping (UD)	<40	0	0%
			28	100%

Based on table 4 above it can be seen that the gross motor skills of children after treatment (*posttest*) obtained data of children in the DVG category as many as 12 people children with a percentage of 43%, children in the DAE category as many as 14 children with a percentage of 50%, children in the SD category as many as 2 children with a percentage of 7%, children with UD category as many as 0 children with a percentage of 0%.

**Table 3.** Recapitulation of Gross Motor Ability Before and After Giving Clown Games

No	Category	Score	Before		After	
			F	%	F	%
1.	Develops Very Good (DVG)	76-100%	2	7%	12	43%
2.	Develops according to expectations (DAE)	56-75%	5	17%	14	50%
3.	Start Developing (SD)	41-55%	8	28%	2	7%
4.	Undeveloping (UD)	<40%	13	48%	0	0%

Based on table 5 the comparison before and after treatment above can be seen that most children who have been given clogging games have increased. Children who initially were in the DVG category were 2 children with a percentage of 7%, children in the DAE category as many as 12 children with a percentage of 43%, children in the SD category as many as 8 children with a percentage of 28%, children with UD categories as much 18 children with a percentage of 50%. Then there was an increase in children in the DVG category as many as 12 children with a percentage of 45%, children in the DAE category as many as 11 children with a percentage of 50%, children in the SD category as many as 0 children with a percentage of 0%, children with categories UD as many as 0 children with a percentage of 0%.

Data is said to be normal if the level is *Sig.* In *Kolmogorov-Smirnov* greater than 0.05, the data is distributed normally, if it is less than 0.05, the data is distributed abnormally. Kolmogorov-Smirnov Z value before treatment is 0.079 and Kolmogorov-Smirnov Z value after treatment is 0.119 This value shows that Kolmogorov-Smirnov  $Z > 0.05$  then  $H_0$  is accepted, the data is normally distributed.

#### Hypothesis Test

Testing the hypothesis in this study uses the method *t-test* to see the differences before and after treatment and to see how much influence the use of *pop-up books* on the ability to recognize the concept of early childhood nuSDers. Data is said to have a significant increase if *Sig.* < 0.05. If it's *Sig.* > 0.05 then  $H_0$  is accepted,  $H_a$  is rejected and vice versa if *Sig.* < 0.05,  $H_0$  is rejected,  $H_a$  is accepted.

To find out the hypothesis accepted or rejected based on SPSS 21.0 data can be seen from the comparison of the results of  $t_{\text{count}}$  with the value of  $t_{\text{table}}$  namely the results of the calculation of the t-test, it can be seen that the result of  $t_{\text{count}}$  is 18.639 while  $t_{\text{table}}(5\%)$  ( $df = n-1$ ,  $df = 17-1 = 16$ ). With  $df = 19$ , it can be seen that the price of  $t_{\text{count}} = 18.639$  is greater than  $t_{\text{table}} = 2.093$  thus  $H_0 =$  rejected and  $H_a =$  accepted. Means that in this study there was an influence on gross motor skills before and after using clogs in Mardisiwi Elementary School Surabaya.

Based on the analysis of the description of the gross motor skills of children aged 7-8 years in Mardisiwi Surabaya Elementary School, Panbaru Pekanbaru, the results of the *pretest* were 183 with an average of 9.15. The highest final score is found in the indicator "doing physical play with rules" with a total score of 47, this ability indicator gets the highest score because almost all children are able to follow the rules when playing. Then the lowest score is on the indicator "do body movements coordinately to train flexibility, balance and agility" with a total score of 27. This indicator gets the lowest score because the child has not been able to carry out coordinated body movements to exercise flexibility, balance, and agility while playing in the field.

At the results *posttest* or after being given treatment, it was obtained a value of 311 with an average of 15.5. The highest final score is found in the indicator "doing body movements in a coordinated manner to do 72 personal hygiene, this ability indicator gets the highest score because this indicator is treated. Then the lowest score is on the indicator "skilled at using right and left feet" with a total score of 58. This indicator becomes the indicator with the lowest score before being treated but this indicator has also increased.

Once the importance of coarse motoric training for children, then the child must be stimulated in order to be skilled in doing gross motor movements. Gross motor learning can be done by children with the help of adults and friends by playing gymnastics and activities that can train other gross motorics. The use of clogs allows gross training of trained children, such as training in the coordination of movement, flexibility, agility and balance, and can train skills using right and left feet.

After carrying out the treatment (*treatment*) by applying the clogging game, the next step is to implement a *posttest* in the form of a game that exercises balance in which the child is asked to jump on one foot, then step right and left on the brick, cliSD the brick and run zigzag. From the results *posttest* (after being given clogs), the total score of 311 was obtained with an average of 15.55 children in the DVG category as many as 12 children

with a percentage of 45%, children in the DAE category were 14 children with a percentage of 55%, children who are in the SD category as many as 2 children with a percentage of 0%, children with UD category as many as 0 children with a percentage of 0%. This increase occurs, in accordance with this in accordance with Aisyah Fad's opinion (2014) said that clogging games are very good in honing leadership and cooperation in agility. It can be seen in the changes in the gross motor skills of children using clogs shown by the child's ability to play a children's clogs can move as far as 3 meters with clogs, the child is also able to walk with clogs and walk in a circle pattern. Children are able to walk with clogs past obstacles in the form of chairs, children are also able to maintain balance in playing clogs. Children can also play well and have good cooperation with other friends.

This experimental study was conducted to find out the significant influence before and after being treated using clogs. This significant difference test with t statistics obtained  $t_{count} = 18,639$  with  $Sig = 0,001$ . Because of the sig value  $< 0.05$  means significant. So there are significant changes in the gross motor skills of students between before and after the clog game. Where after treatment has a greater change than before treatment. This is the effect of the gross motor skills of children using clog games. So it can be concluded that the clogging game is effective to improve the ability to recognize the concept of nuSDer 7-8 years old children in Mardisiwi Elementary School in Surabaya. Based on the results of the above research, it was identified that the use of clogs in learning had a significant effect on the gross motor skills of children. This is supported by research by Diah Yuliarni (2014) concluding that clogging games can improve gross motor skills in early childhood with criteria for developing according to expectations. Besides that, clogging games also teach children to work together and give pleasure to children.

### Conclusions and Recommendations

Based on the explanation in the discussion in this study, it can be concluded as follows:

1. The gross motor skills of children aged 7-8 years in SD Mardisiwi Surabaya before being given treatment (*treatment*) are assessed in the low category. This can be seen from the pretest data, which is in the undeveloped category of 11 children, in the category of developing 6 children, and in the developing category according to the expectations of 3 children. That is, the gross motor skills of children before being given treatment are in the category of developing so that the need for guidance and stimulation from the teacher.
2. The gross motor skills of children aged 7-8 years in Mardisiwi Elementary School Surabaya after being given treatment using clogging games were in the medium category. This can be seen from the posttest data, the ability to recognize the concept of child nuSDers has a significant increase, namely there are children who are in the category of developing very well as many as 9 children and found in the developing category according to the expectations of 11 children and no children in the undeveloped category and start developing.
3. There is a significant influence using clogging games to improve the gross motor skills of children aged 7-8 years in SD Mardisiwi Surabaya where there is a difference in the form of increasing gross motor skills of children before and after conducting experiments by giving clogs. The results showed that the contribution of clogs to gross motor skills was 58.99% and the remaining 41.01% was influenced by other factors. The average value before treatment was 9.15 and after being given treatment 15.55.

Based on the results of the research and conclusions, the researcher gives several recommendations that are expected to be used as input for parties related to early childhood education (PAUD) as well as recommendations as follows:

1. School  
Parties The school can provide facilities that support learning of gross motor learning in primary school.
2. For Teachers  
Teachers can use clog games to improve children's abilities. In addition, in carrying out learning, it should use educational games and can attract children to follow learning and easier to understand. Of course by using media, methods, and techniques that attract children's attention to participate in learning activities.
3. For Parents  
For parents of students, there are things that need to be considered, namely to be willing to work with schools and teachers to pay attention to gross motor skills in children.
4. For Further Researchers  
The results of this study can be used as a reference in conducting further research, especially other researchers who are interested in addressing the phenomenon of gross motor skills of primary school.

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