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The Effect of Traditional Game Approach on Improving Motivation and Learning Outcomes of Physical Education

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Abstract

Traditional games are part of the culture and traditions of a society and play an essential role in maintaining and preserving cultural heritage. Traditional games have elements of basic motion, locomotor, non-locomotor, and motion manipulation. This study uses quantitative methods with one group Pretest-Posttest Design study design without using the control group. Data collection techniques or instruments used by researchers in the form of assessment of Psychomotor, affective and cognitive aspects of the traditional game approach. The results of traditional game approach research can be an effective alternative in improving the learning outcomes of health care providers. Traditional game approaches can help improve the effectiveness of students' motivation in learning health care, so it needs to be considered in the design of learning strategies. The conclusion of the traditional game approach can be used as learning for students with high motivation. This research is expected to be used as input for PJOK teachers to optimize physical education learning.

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INTRODUCTION

Physical education is a science field not limited to activity and sweating alone (Alriad et al., 2016). In structured physical education, various sciences benefit the performer, especially in developing Cognitive, Affective, and psychomotor aspects. The goal is the same as other learning eyes: shaping the nation's character by optimizing the Cognitive, Affective, and psychomotor domains (Pahliwandari, 2020).

Physical education is a learning process through physical activities that aim to improve physical fitness, build motor skills, increase knowledge and form healthy and active life behaviors, and develop emotional intelligence and sportsmanship (Semarayasa, 2014, 2017). It is defined as education through motion and must be done appropriately to have meaning for the students. In its learning program, Physical Education provides balanced and adequate attention to learning domains, namely psychomotor, cognitive, and affective (Kanca, 2018).

Pjok learning focuses on physical movement and is carried out both in open spaces and the field. The methods used in sports education are the deductive or the command method, with various assigned tasks, demonstrations, and little explanation (Aldi, 2021).

Learning is a process that involves students and teachers in achieving learning goals. In learning, the main focus is on understanding the meanings, concepts, situations, and facts received by students. A

good understanding is achieved through more detailed explanations and descriptions of the student using his language. Study motivation is essential in learning, as it motivates students to strive to achieve their goals. Evaluation is needed to determine the success rate of learning methods and understand students' level of understanding and motivation. Learning approach with traditional games is one effective method to introduce and facilitate understanding of the material. Traditional games are applied in learning to add attraction and fun and strengthen the understanding and retention of the material. Therefore, the traditional game approach is one of the valuable ways to facilitate and strengthen the understanding of the material in the learning process.

Previous research on this topic discusses traditional games to overcome boredom in Physical Education lessons (Wardika, 2019). Not explicitly examined the effect of traditional game approaches to motivation and learning outcomes Physical Education. Instead, research is now focusing on using such approaches and their ability to improve students ' motivation and learning outcomes in healthcare.

This study aimed to explore the influence of traditional game approaches on students ' motivation and learning outcomes. One study resulted in the conclusion that the use of traditional games in learning Physical Education can increase student motivation. In addition, studies have also shown that this approach can have a positive impact on student learning outcomes in the subject.

These findings suggest that the learning outcomes obtained by learners can affect their motivation to continue learning. Therefore, it is necessary to consider efforts to strengthen the relationship between learning outcomes and learners' motivation in designing learning strategies.

METHODS

The type of research used is Pre-experimental research, with the research design used as one group Pretest and Posttest Design (Andriani et al., 2017; Astuti, 2017). Treatment in this study is a traditional approach permainan, where traditional games that can be used in learning physical education are Gobak Sodor, clogs or clogs, and Bentengan. The research was conducted for one semester (Hanief, 2017). The subjects were students of Grade 3 Elementary School in Gabus Purwodadi District. The population in this study is all 3rd-grade students in Cork District with a total of 150 students, while the sample used is as many as 60 students from 3 elementary schools (Sugiyono, 2011). The instruments used were the Study motivation questionnaire, Physical Education study results in Tests, observation of students ' activeness, and a list of open/closed interview questions.

These data collection techniques will be used to obtain valid and reliable information

about the effect of traditional game approaches on increasing motivation and learning outcomes of Health Care Providers. The steps of data analysis in this study include the validity test and reliability test to ensure the measuring instrument or test used really measures as it should. Next, the data is described by calculating the mean, median, standard deviation, variance, highest value, and lowest value. The normality test uses Kolmogorov-Smirnov non-parametric test to test whether a data distribution is derived from the normal distribution or not. T-test is used to see the effect of the test-post test. The homogeneity test uses Levene's Test to test whether the variance of several independent samples is equal. Hypothesis testing uses GLM to test claims or conjectures about a population based on a sample. All data were analyzed using parametric statistics.

This study was conducted for one month; in the process, the researchers conducted two data collection and two treatments. Data collection techniques used :

- 1) Test: to measure the learning outcomes of students' Physical Education

Assessment sheet for Cognitive, Affective, and psychomotor aspects in the use of traditional game approach as a medium of learning Physical Education :

Table 1. Assessment sheet for Cognitive, Affective, and psychomotor aspects

No.	Aspek Kognitif:	1	2	3	4	5
1	Ability to understand the concept of Physical Education broadly and deeply					
2	Ability to apply concepts in real situations					
3	Problem-solving and problem-solving skills in situations related to Physical Education					

4	Ability to process information and make connections between physical Education concepts								
		Aspek Afektif:			1	2	3	4	5
1	Level of interest and enthusiasm when studying Physical Education								
2	Ability to concentrate and focus while studying								
3	Level of confidence and satisfaction when applying Physical Education concepts								
4	Level of care and responsibility for Physical Education materials								
5	An attitude of respect and respect for the human rights that everyone has								
6	Ability to listen, share ideas, and take action that is good for the team as a whole								
7	A positive attitude toward one's ability to perform tasks and achieve goals								
		Aspek Psikomotorik			1	2	3	4	5
1	Ability to apply concepts and techniques in practical Physical Education situations								
2	Demonstrated ability to demonstrate skills and proficiency in physical Education practice situations								
3	Ability to adapt and collaborate in situations of Physical Education Practice								
4	Ability to demonstrate creativity and innovation in physical Education practice situations								

This assessment sheet uses a Likert scale using scores from 1 to 5, where 1 indicates "strongly disagree" and 5 indicates "strongly agree." 2) questionnaire: to measure the level of student motivation

Table 2, Student Motivation Questionnaire

No.	Question	1	2	3	4	5
1	How often do you feel drawn to the lessons of Penjas Orkes?					
2	How often do you feel attracted to participate in traditional games during Orchestra lessons?					
3	Do you feel more interested in learning Penjas Orkes using a traditional game approach?					
4	How often do you feel more motivated to learn Orchestra lessons when using a traditional playing approach?					
5	Do you find using a traditional game approach easier to understand orchestral Penjas material?					
6	How often do you feel more comfortable and excited when learning Penjas Orchestra with a traditional game approach?					
7	Do you feel more interested in learning Penjas Orchestra after using the traditional game approach?					
8	How often do you feel more motivated to practice Orchestra after using a traditional approach to the game?					
9	Do you feel your learning outcomes have improved after using the traditional game approach?					
10	How important do you consider the traditional game approach in improving motivation and learning outcomes?					

This assessment sheet uses a Likert scale using scores from 1 to 5, where 1 indicates "strongly disagree" and 5 indicates "strongly agree." The two instruments, namely the traditional game approach and motivation, have been tested for validity and reliability with the values in the following table :

Table 3, construction validity test with principal component analysis (PCA)

	Component 1
Permainan Tradisional	.881
Motivasi	.881
Extraction Method: Principal Component Analysis.	
a. 1 component extracted.	

Table 4, reliability with alpha Cronbach

Cronbach's Alpha	N of Items
.710	2

Validity test using Principal Component Analysis (PCA) method. The analysis showed that the two variables are traditional games and motivation is the same, i.e., 0.881. This shows that the two variables have a high correlation and can be used as a factor in factor analysis. Reliability analysis using Cronbach's Alpha. The reliability value obtained is 0.710, which indicates that the

instruments used to measure the two variables have a pretty good level of consistency. Results of

both tests can be concluded that the results of validity and reliability are valid and reliable,

3) observation: to measure the level of activity and participation of students in learning activities

Table 5, Student Observation Assessment Sheet

No.	No. Student	Name Date Time	Time	Participation	Engagement	Focus
1.	Students 1	date 1	hour 1-2	low	high	high
2.	Students 2	date 2	hour 1-2	high	medium	high
3.	Students 3	date 3	hour 1-2	high	high	medium
4.	Students 4	date 4	hour 1-2	medium	high	low
5.	Students 5	date 5	hour 1-2	high	low	high
6.	Dst					

Rating Description:

- 1) Participation: measures how actively students participate in activities. The rating scale can be "high," "medium," or "low."
- 2) Engagement: measures how intensely students engage in activities. The rating scale can be "high," "medium," or "low."
- 3) Focus: measures how focused the student is in the activity. The rating scale can be "high," "medium," or "low."

This observation sheet can be used to measure the level of activity of students during the learning process using a traditional game approach. After filling out the observation sheet, data analysis was conducted to determine changes in student behavior during the learning process. Interview: to get feedback from students regarding their experience using the traditional game approach as a learning medium. Interview questions to get feedback from students

regarding their experience using the traditional game approach as a learning medium:

- 1) What do you think about the approach of traditional games as a medium of learning Physical Education?
- 2) Does using a traditional game approach help facilitate the learning process?
- 3) How did you react when you first used the traditional game approach?
- 4) Does the traditional game approach make you more involved in the learning process?
- 5) How is your experience using the traditional game approach in understanding the material of Physical Education?
- 6) Do you feel more excited and interested in learning when using the traditional game approach?
- 7) How often do you have difficulty using traditional game approaches as a learning medium?
- 8) Is the traditional game approach more effective than other learning methods?
- 9) What do you think is the role of teachers in using the traditional game approach as a learning medium?
- 10) Are there any things that need to be improved in using the traditional game approach as a learning medium?

FINDINGS AND DISCUSSION

The results of the research and discussion of this field study started from descriptive statistics related to research data

(including an overview of respondents, research variables, data quality tests, normality tests, and classical assumptions); the results of hypothesis testing and discussion of hypothesis tests that were statistically tested using the SPSS version of the data processing program.23.0.

Findings

Table 6 obtained a comparative test of traditional games, motivation against the learning outcomes of the GLM method with the following decisions and conclusions: "traditional games" (628.602, $df=1$, $p<.001$) showed that the use of the traditional game approach has a significant effect on the learning outcomes of students in Physical Education learning. "Motivation" (52.910, $df=1$, $p<.001$) showed that the use of a traditional game approach significantly affects the motivation of learners.

"The interaction of traditional games on motivation" (823,319, $df=14$, $p=.0026$) showed that the interaction between the use of traditional game approach and the level of motivation of students significantly affect the learning outcomes of students in learning health care. "Traditional game interactions on learning outcomes" (137,689, $df=14$, $p=.001$) showed that the interaction between the use of traditional game approaches and the learning outcomes of students significantly affect the motivation of students in learning penjasques.

Tabel 6. Perbandingan Permainan tradisional, Motivasi Siswa Terhadap Hasil Belajar Physical Education

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	205.150 ^a	29	7.074	3.427	.001
Intercept	28388.684	1	28388.684	1.375E4	.000
Permainan Tradisional	628.602	1	628.602	25.608	.000**
Motivasi	52.910	1	52.910	14.329	.000**
Permainan Tradisional*Motivasi	823.319	14	58.809	2.153	.0026**
Permainan Tradisional*Hasil Belajar	137.689	14	9.835	3.420	.001**
Error	61.933	30	2.064		
Total	110777.500	60			
Corrected Total	267.083	59			

a. R Squared = .768 (Adjusted R Squared = .544)

**Signifikan untuk tingkat signifikan $\alpha > 0,05$

Discussion

Based on the analysis results, the traditional game approach significantly affects learning outcomes and motivation of students in learning health care. In addition, there is a significant interaction between the traditional game approach with motivation and students' learning outcomes in healthcare learning (Bangun, 2016; Herlina & Suherman, 2020; Nugraha, 2016; Sepadya et al., 2020). Therefore, in the application of Physical Education learning, the traditional game approach can be an alternative approach to improve learning outcomes and motivation of learners. Based on the data on student participation, engagement, and focus during learning, it can be concluded that most students show high participation, engagement, and focus in learning (Aliriad, 2023; Aliriad et al., 2023). A small percentage of students experience difficulties in participation, engagement, and focus during learning, but this can still be improved through learning strategies and approaches that better suit the

individual needs of students (Franklin & Quindry, 2022; Kern & Armstrong, 2022; Sandhu, 2017). To increase student participation, involvement, and focus during learning, the role of teachers is vital in managing classes, identifying student needs and weaknesses, and developing learning strategies that are by student characteristics (Aldi, 2021; Arifin, 2017; Nugraha, 2016; Santika et al., 2020). In addition, good cooperation and interaction between teachers and students is also an essential factor in increasing student participation, engagement, and focus during learning. The results of interviews with 60 sample students (data attached), as many as 75% of students stated that the traditional game approach is constructive in the learning process of Health Care. As many as 80% of students feel that using a traditional game approach makes them more involved in the learning process, more excited and interested in learning, and helps facilitate it. However, as many as 20% of

students need help using traditional game approaches, especially when they have to adapt to new ways of learning. In general, as many as 90% of students stated that traditional game approaches are more effective than other learning methods. As many as 95% of students consider that the role of teachers in using traditional game approaches as a learning medium is vital, especially in guiding and motivating students during the learning process. As for the things that need to be improved in using the traditional game approach as a learning medium, as many as 65% of students stated the need for Game variations and more creative learning strategies to be more interesting and avoid boredom. In addition, as many as 70% of students also want teachers to pay more attention to their individual needs in the learning process.

CONCLUSION

The traditional game approach can effectively improve learning outcomes and student motivation in healthcare learning, especially for students responsive to learning with game elements. Applying a traditional game approach that considers students' motivation level can increase the effectiveness of learning Physical Education.

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