

Improvement of Sports Learning Using the Traditional Games of Dragon and Gedrik with a Scientific Approach to Students Class VIII SMPN 1 Watulimo in 2020

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ABSTRACT

The purpose of this study was to determine the improvement of student learning outcomes in class VIII SMPN 1 watulimo with 11 students from two classes with two groups using a scientific approach and traditional games. This study uses a Classroom Action Research (CAR) approach with class VIII SMPN 1 Watulimo research subjects, this research was carried out in two cycles using instruments in the form of lesson plans, teacher observation sheets, student observation sheets, student interview sheets and tests in each cycle. The conclusion of this research showed that in the first cycle of group I and group two the average score is 68, the Minimum Completeness Criteria (MCC) of students with a percentage of 73% who had not met the passing grade and 23% of students who meet the graduation requirements. In cycle II, the percentage increase from cycle I to cycle II in groups I and II with 0% MCC students who failed and 100% of students met the passing grade. Based on the results of the study, it can be concluded that the learning outcomes of soccer learning at SMPN 1 Watulimo increased using traditional game methods.

Keywords: traditional game, dragon snake, gedrik

INTRODUCTION

Basically, physical education is a study that can be studied widely and the point of attention is focused on improving human movement. The development of physical education in the modern era is not only for sports, because along with the development of the age of physical education lessons, apart from forming positive norms, it can also be a place for achievement. Therefore, physical education is required to arouse passion and also to motivate students to move more. Because basically movement is not only a natural need needed by a student and physical education is also able to help students in shaping, fostering and developing. However, the reality in the field is that many students are less active in moving and understanding the material, some students are only active in learning in the field. But on the other hand, when giving material in class, only some children actively take notes and ask questions.

Traditional games are game activities that grow in certain areas, which grow and develop with cultural values and life values contained therein and taught from generation to generation. From these games, children will be able to develop their potential, get something useful and meaningful, and be able to strengthen the relationship between friends as a place to

introduce regional culture, and also to preserve and love the nation's culture.

At the beginning of the teaching process, the researcher used the lecture method and that caused many students to get bored because they only listened, some students who did not like this method chose to sleep or chat with their classmates.

By observing this problem, researchers want to make learning methods that make students not bored, researchers want to increase students' interest in the learning process in the classroom with methods that make students cheerful and do not feel bored with physical education learning in classroom.

From the description above, the researcher concludes that there are several factors cause the student learning outcomes of class VIII SMPN 1 Watulimo low, and the lack of interest of children to take part in the physical education learning process in the classroom and the factors that cause students' abilities or intelligence low, many teachers use the lecture method in learning in the classroom makes students' concentration low, there is no student motivation and lack of enthusiasm or interest in participating the learning process in classroom. The low learning outcomes creates a polemic among teachers and students. Not only teachers and students but also parents are certainly worried to see this condition. Therefore, efforts are needed to improve the condition of low student learning outcomes.

The aims of this research are 1) To find out the implementation of improving student learning outcomes for class VIII SMPN 1 Watulimo using the gedrik traditional game method; 2) To find out the implementation of improving student learning outcomes for class VIII SMPN 1 Watulimo using the long dragon game method; and 3) To find out which is the more effective implementation of improving student learning outcomes for class VIII SMPN 1 Watulimo using the traditional game of gedrik and long dragon snake.

This research is expected to be able to provide a new atmosphere in learning for students for physical education subject which are considered partly boring. And, it is really hoped that this research can increase children's interest in physical education learning inside and outside the field so that students can be interested in doing physical education activities. Here, the researcher wants to improve the learning outcomes of physical education in the classroom by using the traditional game method of snakes and dragons and gedrik. It is hoped that this research can be used by physical education teachers to provide a new learning atmosphere for students to record and get the targeted results.

LITERATURE REVIEW

Traditional game

Traditional games are a product of the culture of the people that have been hereditary from generation to generation and have grown in society until now (Depdikbud 1980/1981). According to Purwaningsih, (2006: 22) in Hermawan, (2018: 16) traditional games are all forms of games that have existed since the time of the ancestors and continue from generation to generation.

Traditional games used in the school environment contain important factors such as cognitive, affective and psychomotor so that these games can be used as physical education learning tools because each game contains educational value. The game also contains many elements such as sportsmanship, honesty, agility and teamwork with easy-to-understand rules of the game.

According to Soemitro (1992: 172) in Hermawan, (2018: 16) traditional games are games that come from the traditions of an area; these games are played by children and indirectly heredity from generation to generation. Meanwhile, according to Jarahnitra (in Eus, 2016: 25) in Hermawan,

(2018: 16) states that traditional games are cultural products of great value for children in the context of fantasizing, creating, exercising which simultaneously or indirectly can train children, as a means of practicing social life including skills, courtesy and dexterity.

From the explanations of several experts above, it can be concluded that traditional games, indirectly become a hereditary heritage and become a tradition in an area because it cannot be separated from the culture of the area. Traditional games can also be used as a means to introduce children to cultural values and social norms, because these games contain many values and elements that are needed in establishing social relationships and contacts in society. The benefits of traditional games are: a) traditional games can stimulate aspects of attitude development in children, b) traditional games are very useful for educating children because they can teach teamwork and it is useful for socializing in society, c) traditional games are made of materials that are easy to get at an affordable price and the tools we can get around us.

There are disadvantages, advantages and benefits that we take from learning or getting to know traditional games such as the following:

1. Disadvantages of Traditional Games

The lack of traditional games is in the process of playing the game, such as the language used tends to be rough, perhaps due to the environment in which they live, the lack of parental supervision. And, when singing songs while playing, usually many children insert words that are actually not suitable for children their age.

2. Advantages of Traditional Games

There are many advantages that we can get from traditional games such as getting to know the culture of the area where they live and also without realizing it they help preserve the heritage of their ancestors. According to Kurniati (2016: 23) in Hermawan (2018: 17) there are several

advantages that we can take from traditional game activities carried out by children who often play traditional games. The advantages of traditional games are able to stimulate aspects of the development of children's social attitudes, behavioral patterns such as respecting friends, working together, sportsmanship. Another advantage of the materials used for traditional games is very easy to obtain and the price is not too expensive they can get in the neighborhood where they live.

Based on the description above, we can conclude that traditional games have advantages and disadvantages which are very useful for children's development and can also be used as a means of education.

Benefits of Traditional Games

Traditional games have an important role in all aspects for the players, the benefits that arise from the frequency of students playing traditional games are very diverse, according to Subagyo in (Mulyani, 2016: 49-52) in Hermawan (2018: 18) as follows:

1. Make them creative by utilizing used goods around them, and the tools used are the creation of the players themselves
2. It can also be used as child therapy to prevent them from being dependent on gadgets, in this millennial era they can laugh happily and without them realizing it can be a means of exercise that has a good impact on health.
3. Develop children's intellectual intelligence like increase their insight and knowledge.
4. Developing emotional intelligence of children's interpersonal skill because most traditional games are done in groups and they create tolerance, empathy for opponents and other people.
5. Develop children's spirituality as in traditional games, the concept of winning and losing is known, but that is not the main goal because memories are the most important thing in traditional games, while winning and losing do not

make the players fight and humiliate the opponent.

g) After completion, the number of children caught is counted

Dragon Snake Traditional Game

The traditional game of dragon snake is a group game that is usually played by children throughout Indonesia, this game is usually done outside the house during the day and late at night. This game is done in groups of 5-10 people, this game is usually done by boys and girls.

From the definition of the game above, the researcher concludes that the traditional game of dragons must be done in groups of at least 5 people, the players play this game by singing and doing it in the field or yard. The reason the researcher chose this game in cycle II is because it does not require a large amount of money and is easy to play. This game has an element of fun and is not boring, the methods and tools in this game are as follows:

1) Alat Tools and Equipment

This game does not require special tools, only a yard or field, by performing a dragon song

2) How to Play

- a) Before the game starts, each student forms a group of 5-10 people
- b) Regulate the position of the players starting from the head, body and tail of the snake
- c) Choose two people from the opposing team as gatekeepers
- d) A long line of dragon walked through the gate singing the dragon song
- e) The gatekeepers will drop his hand on the last man or the snake's tail
- f) The captured child will answer several questions from the opponent

Traditional Game of Gedrik or Engklek

The traditional game of gedrik (engklek) comes from the Dutch language which is believed to have the original name Zondang Maandag, based on the history of this game brought by the Dutch during colonization in Indonesia, so far there has been no historical authentic evidence regarding the game of gedrik. In Europe this game was very popular during the world war, while in Indonesia during the Dutch colonial period many Dutch girls played this game, while according to (Sukirman Dharmulya 2005: 145) in (Husain 2017: 24) engklek is one of the many traditional games which teaches many things such as cooperation, togetherness, sportsmanship and hard work, therefore games like this must be maintained so that they are not lost to the times.

MATERIALS & METHODS

This research was conducted at SMPN I Watulimo having located in Margomulyo Village, Watulimo District, Trenggalek Regency. The subjects in this study were class VIII A of SMPN 1 Watulimo which consisted of 35 students consisting of 19 female students and 16 male students. The type of research used by the researcher is Classroom Action Research (CAR) carried out to improve learning practices in the classroom using Kemmis and Mc Taggart's CAR models (Arikunto, 2010:17). For data collection, researchers used tests, observations, interviews and documentation.

RESULT

The final observation of learning or test results by comparing the results of Cycle I and Cycle II the value of the test results showed an increase in students that researcher can use to determine student abilities, because from the results of the tests and observations above, the results of the student tests are better than the first cycle tests.

Table 1. Comparison of Cycle I and Cycle II

No	Group I	Group II	Minimum Completeness Criteria (MCC): 70				Information
			Cycle I Group I	Cycle I Group II	Cycle II Group I	Cycle II Group II	
1	Abi Yuana	Abid Ainur	68	70	80	80	Increase
2	Adelia	Afzizah	69	65	85	83	Increase
3	Afzizah	Dimas	68	66	85	80	Increase
4	Danella	Danella	70	70	90	80	Increase
5	Dinista	Farid	66	67	84	80	Increase
6	Evandra	Gabriela	69	69	80	80	Increase
7	Far'us	Helviona	67	65	80	80	Increase
8	Gathan	Jelita	70	69	81	80	Increase
9	Guruh	Nadia	70	73	85	80	Increase
10	Rayhan	Khansa	68	69	82	81	Increase
11	Sela	Rangga	65	68	88	80	Increase

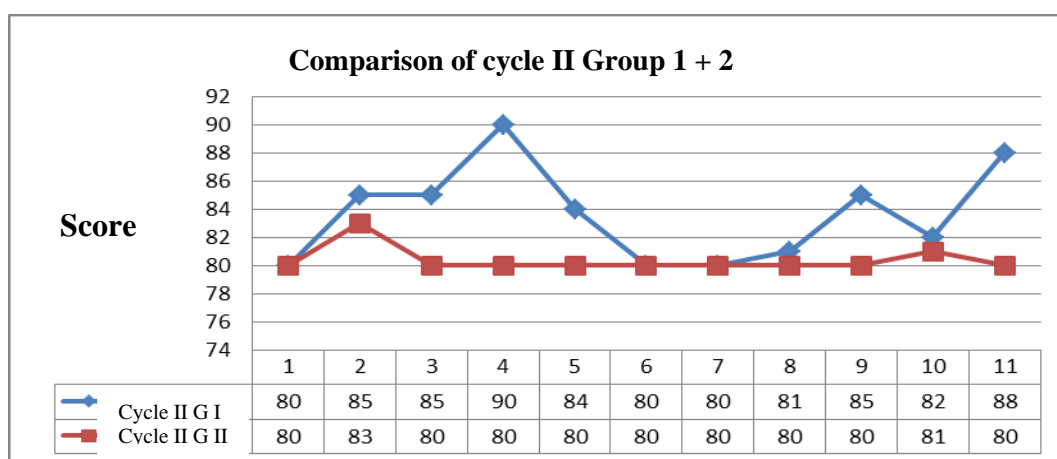


Figure 1. Results of Improvement in Groups 1 and 2

The results of the implementation of Cycle I and Cycle II as shown in the table and diagram above show that there was an increase in Cycle I to Cycle II a total of 22 students with details in each group with 11 students in group 1 and 11 students in group 2.

DISCUSSION

In the gedrik method, the researchers applied the game to group 1 in cycle two and this was the result of an increase from cycle I, group 1 and cycle II, group 1, cycle I group 1 it can be seen that a total of 11 students got a total score of 750. The average value obtained by 68 the highest score achieved by 70 while the lowest score achieved by students was 65. The number of students who completed MCC was 3 students with a percentage of 27% and while the number of students who had not completed the MCC was 8 students with a percentage of 73%. And the following are

the results of group 1 with the gedrik method in the second cycle of group 1, it can be seen that a total of 11 students got a total score of 920. The average score obtained was 83.64, the highest score achieved by students was 90 while the lowest score achieved by students was 80. The number of students who completed the MCC was 11 students with the percentage of 100% and while the number of students who have not completed the MCC is 0 students with a percentage of 0%. Following are the results of the dragon snake game method in the second cycle of group II and the results of the first cycle of group II before being treated by the method, in the first cycle it is known that a total of 11 students got a total score of 751. The average value obtained was 68, the highest score obtained achieved by 73 students while the lowest score achieved by students was 65. The number of students who completed the MCC was 3 students with a

percentage of 27% and while the number of students who had not completed the MCC was 8 students with a percentage of 73%. Cycle II above, it can be seen that there are 11 students who get a total score of 884. The average score obtained is 80.36, the highest score achieved by students is 83 while the lowest score achieved by students is 80. The number of students who completed the MCC were 11 students with the percentage of 100% and while the number of students who have not completed the MCC as many as 0 students with a percentage of 0%.

From the two answers above and also referring to the research data that was tested on students through several cycles, it can be seen that the increase in students in cycle two was very significant in the second cycle. The results obtained can be seen that the dragon snake game provides a fairly significant improvement from the two classes studied.

The problem faced by researchers is the difficulty to make students not bored to do sports learning while in class and it can affect achievement or value for students, therefore researchers try to use learning methods using traditional games which are expected to help increase the value of students and eliminate boredom when doing sports learning in the classroom.

As the data shown from pre-study to treatment in cycle I and cycle II, there was an increase in student scores after the first cycle was done using an essay test but the results were not as expected by the researcher, so the researcher carried out the second cycle which was expected to get maximum results with treatment. the. it can be seen the increase in each student after carrying out the method presented by the researcher to the students. To find out the increase in addition to the cycle treatment, it can also be seen with a questionnaire distributed to each student who took part in the lesson. And it can also be seen from the results of values ranging from pre-study, treatment cycle I to cycle II, an increase in each treatment cycle. However, from the

data above, the second cycle can be said to be the best improvement compared to the previous cycle treatment, perhaps with the second cycle treatment the students are more enthusiastic and do not feel bored so that it can improve student performance in the learning process as we can see in the data above that the increase in grades in cycle II can be categorized as the best.

CONCLUSION

From the discussion above, it can be concluded that an increase in the value can be seen from the treatment of each cycle and the results of the study so that this research can help teachers or researchers in solving problems in physical education learning in the classroom, making it easier for teachers to convey material and can help students add insight. and knowledge of traditional games that are able to train students in collaboration and make students cheerful while undergoing the learning process so that they can overcome the problem of student boredom.

We can see that this research can improve student performance and achievement so that it is in accordance to what researchers expect that this research can increase student grades, this study also aims to introduce traditional games to students that this is an ancestral heritage that must be preserved because in today's era many children who doesn't know the game.

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