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The Effect of Traditional Games Gobak Sodor and Bentengan to Improvement Physical Fitness Students Elementary School

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Abstrak This study aims to determine the effect of traditional Gobak Sodor and Bentengan game training on improving the physical fitness of grade V and VI-grade students of Sukagumiwang III Elementary School. The research method used in this research is an experimental method through pretest and posttest to determine the level of physical fitness. The population of this research was students consisting of 18 students of class V and 18 students of class VI with a total population of 36 people. While the sample was 30 people, the sampling was purposive namely male students in grades V and VI. The analysis technique used is the average test with the t-test formula. The results of hypothesis testing indicate that there is an effect of traditional games on increasing fitness. The results of descriptive calculations show that the initial test average data is 14.20%, the average final test is 20.60%, and there is an increase of 6.40% for class V. Whereas for class VI the average initial test is 14.60%, final test average. was 21.50% and an increase of 6.93%. The results of this study indicate that the traditional Bentengan game training is more influential than the traditional Gobak Sodor game, although the two matches have a significant effect on improving the physical fitness of students in grades V and VI of Sukagumiwang III Elementary School, Sukagumiwang District, Indramayu Regency.

Keywords: Traditional Games, Gobak Sodor, Bentengan, Physical Fitness

INTRODUCTION

Physical education is an educational process through physical activities that aim to improve physical fitness, develop motor skills, sportsmanship, emotional intelligence, knowledge, and a healthy and active lifestyle (Jayul & Irwanto, 2020). A student who has high physical fitness can carry out activities or learn well. In addition, it will avoid possible injuries that usually occur due to flexibility when doing heavy physical work.

The main purpose of physical exercise is to improve physical fitness and the ability of the body's ecosystem. According to (Kurniadi, Deni, 2010) physical fitness is the ability to do activities for a long time, whether studying, working or playing ". According to (Widyastuti, Endang, 2010) states that: Physical fitness is defined as the ability of a person's body to carry out daily activities without experiencing excessive errors and still have reserves of energy to fill spare time for activities, it must be done suddenly ". For example, a student carries out learning activities at school from the beginning of class, following lessons, and until the class ends without experiencing extreme suffering. After coming home from school he can still do other things, such as helping parents or additional learning outside of school, so if someone who carries out daily activities without experiencing excessive suffering and even though they still have energy reserves, can ignore that a person is in good shape. The factor causing differences in learning outcomes/practicing motion is the level of motor ability. Motor ability is one of the many internal factors (Tarju & Wahidi, 2017).

Many factors influence motor development at a particular period or

age, including biological variables such as growth, maturation, and environmental factors such as habitual physical activity and nutritional status (Raudsepp & Jürimäe, 1997). In line with what has been stated by the World Health Organization (WHO) that being healthy consists of people who are prosperous and independent, meaning that they are prosperous, namely the body, the spiritual, and the smoking part is the free part. become equipment and handicap. So healthy includes three closely related aspects, namely physical, spiritual, and social. why build health through one specification, especially through physical activity or sports which impact on the other two aspects. The opposite of being healthy is being sick. Because the stratification of health starts from statistical, dynamic, fit, and trained, so that it is called the degree of health, then the degree of health always increases if there is and if it is not available.

The skills students have are very different and vary, including at the primary school level. To provide physical education subject matter seen from the phase of elementary school-age children, this phase is still in the playing stage and has the skills of each student. One of the games that can be given to elementary school students is traditional games, providing traditional game material indirectly carrying out sports activities that greatly increase the physical fitness level of students because many movement activities are carried out without them knowing it.

In our country, Indonesia, there are many types of traditional games, and each region has its own type of traditional game which is popularly played every day. However, for the West Java region including the Indramayu Regency area in Sukagumiwang Village, traditional

games that are popular and enjoyed by elementary school-age children are the Gobak Sodor and Bentengan games. Traditional games are games that are passed down from generation to generation, either way, verbal, written, or action, and using simple tools to play it with a purpose entertainment or fun and contain positive values in it (Listyaningrum, 2018).

(Fad, 2014) explains that Gobak Sodor is a game against an area that is guarded by the enemy, usually, this game consists of 4 guards in one match, while the opponent or penetration of the area is only 1 person. Furthermore, (Fad, 2014) explained "Bentengan is a game played by two groups, each consisting of 4 to 8 people. Each group chooses a place as the base, usually a stone, pillar or tree as a fortress".

At Sukagumiwang III Elementary School, the level of physical fitness of grade V and VI-grade students was still the lowest since the beginning, lack of teacher motivation, and student interest in physical education subjects during practice in the field. does not support learning facilities, learning methods. This has an impact on decreasing the value of student learning outcomes and shows that the level of physical fitness of grade V and VI students is still low. However, following the Physical Education learning process is very important because it can improve physical fitness, growth, intelligence, and character.

From the description above, I try to find a solution to this problem with scientific research on "The Effect of Gobak Sodor and Bentengan Games to Improvement Physical Fitness of the V and VI Grade Students of Sukagumiwang III Elementary School".

METHODS

Good methodologies guide researchers towards goals. Methods are the main way used to achieve goals, for example proposing hypotheses using this research tool (Mulyadi, 2018). The method used to prove the truth states that the process requires appropriate research methods so that problems can be concluded.

The method I use in this research is experimental as suggested by (Arikunto, 2006) as follows "Experiments are a way to find a causal relationship between two factors that are deliberately caused by the researcher by eliminating or side factors that can interfere". Experiments are always carried out to check the treatment.

In research, a precise and accurate research pattern is needed to follow the variables originating from the research objectives and the hypothesis that will be tested for correctness. The research process in the experimental method consists of three commonly used designs Experiments are generally known in investigations, especially those dealing with humans as objects. (1) single unit technique, (2) parallel unit technique, (3) unit rotation technique (Setyanto, 2013).

In one unit, the research process is carried out by moving or moving certain variables in a group and trying to measure the influence of entry and elimination of certain variables. In parallel units, the study faces the same two units at once, one as the experimental unit and the other as the unit of comparison for the two units. While the rotation unit, the research process provides an opportunity for each group to become an experimental and comparison unit.

Based on the type of design, in this study, the authors used an experimental design with a parallel unit technique. Because in this research

process the writer is faced with two sample groups which will then be compared from the two groups.

The research design was a group consisting of two experimental groups who were given different treatments or exercises. Before and after the experiment, pre-test and post-test were carried out. Furthermore, it can be seen from the decision decisions between the two experimental groups

The experiment in this study was to compare different training systems, namely the class V Gobak Sodor training and class VI traditional Bentengan game training. So that these differences are divided into two experimental groups.

The research design was a group consisting of two experimental groups who were given different treatments or exercises. Before and after the experiment, pre-test and post-test were carried out. Furthermore, it can be seen from the decision decisions between the two experimental groups. The experimental design in this study is as follows:

The non-equivalent group pretest-posttest design (Sugiyono, 2009).

Class V (Group A) T 1 X 1 T 2

Class VI (Group B) T X 2 T 2

Information:

T 1 = Initial Test X 1 = Gobak Sodor Training

T 2 = Final Test X 2 = Bentengan Training

The population is all research objects, while the sample is a part of the representative population under study (Arikunto, 2006). In connection with this, the population of this study was all students in grades V and VI of the Sukagumiwang III Public Elementary

School, totaling to class V 18, and the sixth 18 people, so the total population was 36 people. Meanwhile, (Sugiyono, 2009) says that: "The generalization area which consists of subjects/objects that have certain qualities and characteristics determined by the researcher to be studied and then draw conclusions".

(Sugiyono, 2009) explains that: "The sample is part of the number and characteristics possessed by the population. Meanwhile, (Arikunto, 2006) explains that: "The sample is a part or representative of the population under study. The purpose of sampling in this study is that several individuals have the same characteristics to be studied and can represent the population.

In connection with this, the sampling technique in this study is to use the purposive sampling technique, namely taking people who are selected according to the specific characteristics possessed by the sample.

The research instrument according to (Arikunto, 2006) is a tool or means used by researchers to collect data. In this study, there are two variables, namely the independent variable (independent) and the dependent variable (dependent). The independent variable (X 1) is the traditional Bentengan game, the traditional Gobak Sodor game (X 2) while the dependent variable (Y) is physical fitness.

Furthermore, the sample was a pretest to measure physical fitness, then the sample did the traditional Gobak game of Sodor for class V, and Bentengan for class VI for 14 exercises before doing the posttest.

After a series of exercises and tests are carried out, it is hoped that the aim of this study can be achieved, namely to determine the comparison

between the traditional Bentengan game and the traditional Gobak Sodor game to improve physical fitness.

In this study, the data collection technique that the author uses is a series of Indonesian physical fitness tests for elementary schools, (Nurhasan dan Hasanudin, 2007) the test items are, 30-meter sprint, 60 seconds lift, 30 seconds sitting, straight jump, 600-meter run.

RESULTS

After the average value and standard deviation are known, the normality test is then performed using the Lilliefors normality test. As previously explained, what will be used

in data analysis is the parametric approach or nonparametric approach.

It can be seen that the average pretest physical fitness test for the Gobak Sodor traditional game group is 14.20% and the post-test average is 20.60%. So that the average pretest and posttest results have increased by 6.40%.

D apart from being seen from the average physical fitness test of the Traditional Games Bentengan group, namely pretest 14.60% and pos -test average 21.50%. So that the average pretest and posttest results have increased by 6.93%.

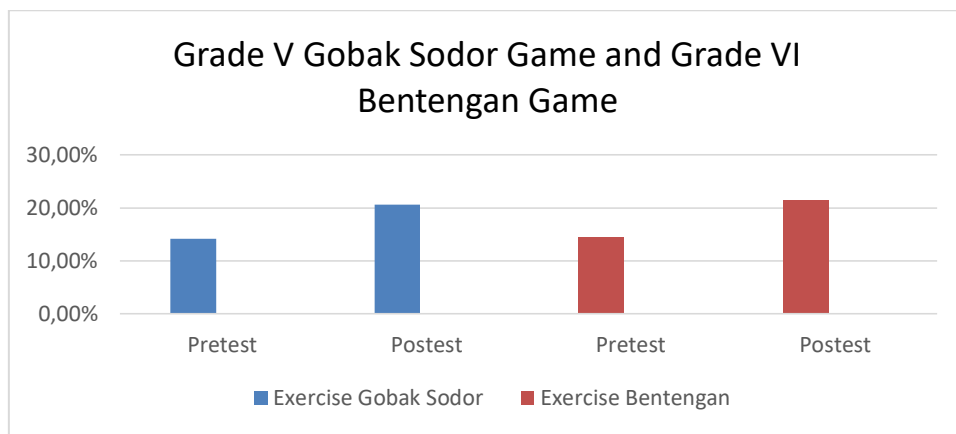
Table 1.

(Data on the Measurement Results of the Pretest and the Posttest of Group A Physical Fitness of Class V Gobak Sodor Traditional Game)

No	Name	Pretest	Posttest	Enhacement
1.	ARIS	13	21	8
2.	ARIYANTO	17	21	4
3.	DEDI RIZKIYANA	17	21	4
4.	HADIT FIRDAUS	16	21	5
5.	JUFRI	14	21	7
6.	M. IRFAN	14	21	7
7.	PANDI	14	21	7
8.	PRIYANA	14	21	7
9.	RISWANTO	15	22	7
10.	RIYAN	13	21	8
11.	SANDIYANTO	14	21	7
12.	SAMSUDIN	13	14	1
13.	RIYAN HIDAYAT	13	21	8
14.	TARMIDI	13	21	8
15.	YAYAN YANDI	13	21	8
Sum		213	309	96
Average		14,20	20,60	6,40
Standard Deviation		1,42	1,84	2,03

Table 2. (Data on the Measurement Results of the Initial and Final Test of Physical Fitness Group B Traditional Games Bentengan Class VI)

No	Name	Pretest	Posttest	Enhacement
1.	DANDI	15	22	7
2.	FAJAR MAULANA	14	22	8
3.	IKWAN	15	22	7
4.	JAMALUDIN	13	22	9
5.	KAERUDIN	14	22	8
6.	KRISNAWANTO	13	22	9
7.	LIAN KRISWANTO	14	15	1
8.	MALIKI	15	22	7
9.	MOH. ZHRUDIN	16	22	6
10.	MOH. FAZAR RIZKI	15	22	7
11.	PUTRA JAYA	18	22	4
12.	SUBAN MA'RUF	15	22	7
13.	TAMAT YASIN	14	22	8
14.	WAHYU ANDIKA	14	22	8
15.	ZAM-ZAM INDRA	14	22	8
Sum		219	323	104
Average		14,60	21,50	6,93
Standard Deviation		1,24	1,81	2,05



Grafik 1. The results of the pretest and posttest

From the results of the pretest and posttest, the average data obtained from the initial test was 14.20% before being given the Gobak Sodor exercise. After being given the Gobak Sodor practice, the average final test was 20.60%, and an increase of 6.40% for class V.

Meanwhile, for class VI the average initial test was 14.60% before being given the Bentengan exercise. After being given the Bentengan exercise, the average final test was 21.50% and an increase of 6.93%.

Table 4. Lilliefors Result Normality Test Gobak Sodor Traditional Games and Bentengan Traditional Games

Group	Test Period	Lo-count	L-tabel	Conclusions
Gobak Sodor Traditional Games	Initial Test	-0,0247	0,220	Normal
	Final Test	-0,0031	0,220	Normal
	Different Score	-0,2151	0,220	Normal
Bentengan Traditional Games	Initial Test	-0,2338	0,220	Normal
	Final Test	-0,3981	0,220	Normal
	Different Test	-0,1569	0,220	Normal

Discussion

Based on Table 1 above, it can be seen that the L value of the register = 0.220. While the initial test score for the Lo Group Traditional Game of Gobak Sodor is = -0.0247, the final Lo test = -0.0031. The test criteria are: reject the null hypothesis if the Lo obtained from the observational data exceeds L from the list of tables. In other cases, the null hypothesis is accepted. The pre-test data and final test data for the traditional Gobak Sodor game group have a normal distribution because the Lo value is smaller than the L value. 3981. The test criteria are: reject the null hypothesis if the Lo obtained from the observational data exceeds L from the list of tables. In other cases, the null hypothesis is accepted. The initial and final test data for the traditional Gobak Sodor game group and the traditional Bentengan game are normally distributed because the Lo value is smaller than the L. table value. The next step is to test the homogeneity of the test data using the two-variant equation test.

The results of the calculation of the two-way analysis of variance

(ANOVA), the difference between traditional Gobak Sodor games and traditional games with the increase in physical fitness, it is found that the F count of the interaction is 0.68 greater than F table 2.48 at the level of confidence or the level of significance $\alpha = 0.05$ (DK = n - 1 = 14). Ho refused to state that there were differences in the results of exercise between the traditional Gobak Sodor game and the traditional Bentengan game to improve the physical fitness of the students' educational association.

This research was conducted to assess the comparative effect of the traditional games of Gobak Sodor and Bentengan to improve the physical fitness of the fifth and sixth-grade students of Sukagumiwang III Elementary School, Sukagumiwang District, Indramayu Regency.

Based on the results of the calculation of the hypothesis above, the traditional games of T Gobak Sodor and Bentengan affect improving physical fitness. This is evident from the results of the tests performed, the comparison of the initial test and the final test shows a significant difference. Where after the

initial test sample with physical fitness the traditional T exercises of the Gobak S Bau and Bentengan Games, resulted significant increase in the final examination of physical fitness.

CONCLUSIONS

Based on the research results, the following data were obtained:

1. The average data for the initial test was 14.20%, the average for the final test was 20.60%, and an increase of 6.40% for class V (Traditional Gobak Sodor game group).

2. Obtained an average initial test of 14.60%, an average of 21.50% in the final test, and an increase of 6.93% for class VI (Traditional Bentengan Game Group).

3. There was an increase of 6.40% for class V (The Traditional Gobak Sodor game group). And obtained an increase of 6.93% for class VI (Group of Traditional Bentengan games).

Judging from these data, the authors conclude that the traditional Bentengan game training is more influential than the traditional Gobak Sodor game, even though the two games have a significant effect on improving the physical fitness of grade V and VI students of SDN Sukagumiwang III District Sukagumiwang, Indramayu Regency

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