

## Models of traditional games in physical education and sports: its effect on increasing the motor development of elementary school students

### Modelos de juegos tradicionales en la educación física y el deporte: su efecto en el incremento del desarrollo motor de los estudiantes de educación primaria

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**Abstract.** Each country has its own traditional games. Traditional games need to be continued so that they do not become extinct, besides that traditional games provide benefits for the motor development of elementary school students. The research aims to determine traditional game models in physical education and sports: its effect on increasing the motor development of elementary school students. This research is an SLR type using the PRISMA method. It focuses on traditional games and their impact on motor development among elementary school students. The inclusion criteria encompass journal articles published between 2020 and 2024. The article retrieval process utilizes the Publish or Perish 8 application and accesses databases such as Google Scholar, Pubmed, ScienceDirect, and ProQuest. Based on the results of this research, the game models in Physical Education and Sports on motor development in elementary school students in the world over the last 5 years include Pittu Garam, fortification, Gobak Sodor, Engklek, Grave Jump, Cat and Mouse, Zig-Zag Pattern Sack Racing, Cat Squatting, Sintren Plate Breaker, fortified, like a snake, sack race, and shell stilts running race. The conclusion of this research is that based on the review article, it shows that all types of traditional game models can improve the motor development of elementary school students. A traditional game model that can improve students' fine and gross motor skills is Engklek.

**Keywords:** Traditional Game Models, Physical Education and Sports, Motor Development, Elementary School Students

**Resumen.** Cada país tiene sus propios juegos tradicionales. Es necesario darle continuidad a los juegos tradicionales para que no se extingan, además de que los juegos tradicionales brindan beneficios para el desarrollo motor de los estudiantes de primaria. La investigación tiene como objetivo determinar los modelos de juego tradicionales en educación física y deporte: su efecto en el aumento del desarrollo motor de estudiantes de educación primaria. Esta investigación es del tipo SLR utilizando el método PRISMA. Se centra en los juegos tradicionales y su impacto en el desarrollo motor de los estudiantes de primaria. Los criterios de inclusión abarcan artículos de revistas publicados entre 2020 y 2024. El proceso de recuperación de artículos utiliza la aplicación Publish or Perish 8 y accede a bases de datos como Google Scholar, Pubmed, ScienceDirect y ProQuest. Con base en los resultados de esta investigación, los modelos de juego en Educación Física y Deportes sobre el desarrollo motor en estudiantes de educación primaria en el mundo durante los últimos 5 años incluyen Pittu Garam, fortificación, Gobak Sodor, Engklek, Grave Jump, Gato y Ratón, Zig -Carreras de sacos con patrón Zag, Cat Squatting, Sintren Plate Breaker, fortificado, como una serpiente, carrera de sacos y carrera de carreras con zancos. La conclusión de esta investigación es que con base en el artículo de revisión, se demuestra que todo tipo de modelos de juegos tradicionales pueden mejorar el desarrollo motor de los estudiantes de primaria. Un modelo de juego tradicional que puede mejorar las habilidades motoras finas y gruesas de los estudiantes es el Engklek.

**Palabras clave:** Modelos de Juegos Tradicionales, Educación Física y Deportes, Desarrollo Motor, Estudiantes de Educación Primaria

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## Introduction

Traditional sports games represent invaluable cultural assets and distinctive features of a nation, nurture local and regional traditions, bolstering a collective sense of national identity and belonging, deserving preservation and widespread recognition across all segments of society, including school students (Budiman et al., 2024; Martínez-Santos et al., 2020). Traditional games offer a fresh and enriching atmosphere for children to engage in both learning and play (Kamaruddin et al., 2023). Play is fundamental to the comprehensive development of a child. Play is fundamental to the comprehensive development of a child because it nurtures essential aspects of growth, including physical, cognitive, social, and emotional development (Tan et al., 2020). In recent times, there has been a growing resurgence of interest among children in traditional games, despite numerous studies highlighting their pivotal

role in fostering children's motor development (Kamaludin et al., 2020). Therefore, efforts to develop children's motor skills through traditional games and efforts to preserve traditional games need serious and continued attention.

Motor skills are pertinent for every student due to their numerous benefits (Sunanto et al., 2022), which significantly impact the holistic development of children (Suryadi et al., 2024). Enhancing motor skills contributes significantly to children's holistic development, encompassing social, physiological, psychological, and cognitive aspects (Sunanto et al., 2024). Nonetheless, research indicates a concerning decline in children's motor skill proficiency, warranting attention (Hussain & Cheong, 2022). A method to foster the holistic development of early childhood involves providing learning experiences designed to stimulate various aspects of growth, including religious and moral values, physical motor skills encompassing both gross motor and fine motor abilities, cognitive development, language

acquisition, social emotional skills, and art appreciation. Among these aspects, motor development stands out as one of the fundamental skills essential for children (Noviarti & Ismet, 2021).

The period of growth and development for children between the ages of 6 and 12, which corresponds to the elementary school level, represents a critical phase for their motor development. Therefore, it is imperative to maximize the utilization of the elementary school years to foster the enhancement of students' motor skills (Dewi & Verawati, 2022; Taufik et al., 2024). Research has demonstrated that traditional games positively impact students' literacy and physical development, promoting engagement and efficacy in motor development activities (Septianto et al., 2024). Previous research found that there was an increase in gross motor skills in running through the traditional game of Squatting Cat (Safitri et al., 2023).

However, over the past five years, there has been minimal application of traditional games to enhance motor development, not only in Indonesia but globally. Surprisingly, there has been a lack of recent literature reviewing the impact of traditional games on elementary school students' motor skills worldwide. Hence, this research endeavors to explore traditional game models in physical education and sports and their effectiveness in augmenting the motor development of elementary school students.

## Methods

A Systematic Literature Review (SLR) is a methodical approach employed to gather and disseminate relevant research pertaining to a specific topic. This method entails systematic examination and identification of scholarly articles, with each stage adhering to a predetermined protocol. The key advantage of this method lies in its capacity to minimize subjective biases, thereby ensuring that the identification outcomes contribute significantly to the literature on SLR methodology in scholarly dissemination. This particu-

lar research adopts the PRISMA method for systematic review (Page et al., 2021; Selcuk, 2019). The PRISMA model was created through the collaborative efforts of many experts and stakeholders in the fields of systematic reviews and meta-analyses. Initially published in 2009, the PRISMA statement was updated in 2015 to offer guidelines aimed at enhancing the transparency and quality of reporting in systematic reviews and meta-analyses. It focuses on traditional games and their impact on motor development among elementary school students. The inclusion criteria encompass journal articles published between 2020 and 2024. The article retrieval process utilizes the Publish or Perish 8 application and accesses databases such as Google Scholar, Pubmed, ScienceDirect, and ProQuest. Publish or Perish is a software application developed to assist researchers in obtaining citation metrics from academic databases, enabling them to assess the impact of their publications. Through this approach, the study aims to provide valuable insights into the influence of traditional game models in physical education on the motor development of elementary school students, utilizing the SLR method as a robust methodological framework.

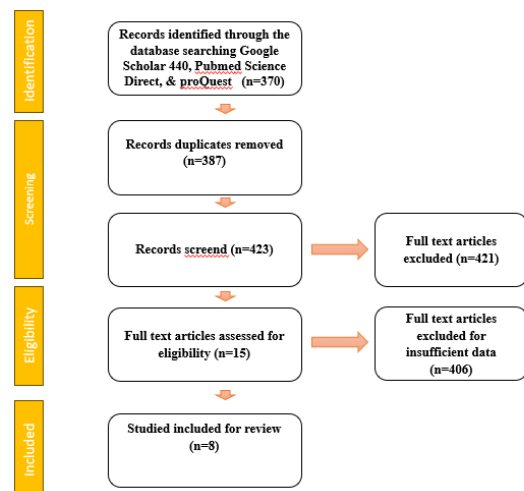


Figure 1. PRISMA Design

## Results

Table 1. Article review result

No	Author	Research methods	Subject	Traditional type of game	Conclusion
1	Bahar Hussain, 2022	Experimental research	There were 103 Pakistani elementary school children with ages ranging from 7 to 10 years	Traditional cultural Games called <i>Pittu Garam</i>	Traditional games improve gross motor skills of elementary school students from 7 to 10 years
2	Anung Probo Ismoko, 2023	Experimental research	There are 20 students in class V of Ngalian III Elementary School	Bentengan	There is an influence of the traditional game of fortification on children's motoric development
3	Muhammad Riyan Hidayatullah, 2021	R & D	27 lower class students, namely class II and class III at SDN 2 Gerung and 40 class II and class III students at SD Negeri 1 Gerung	Modification of the traditional game Gobak Sodor, Engklek, Grave Jump, Cat and Mouse, Zig-Zag Pattern Sack Racing	Modifications of the traditional games Gobak Sodor, Engklek, Grave Jump, Cat and Mouse, Zig-Zag Pattern Sack Racing to improve gross motor skills
4	Melia Dwi Widayanti, 2023	Experimental research	15 1st grade elementary school children with an age range of 6-7 years	Engklek	The traditional game of engklek can improve gross motor skills

5	Rima Erihani Safitri, 2023	Classroom action research	23 3rd grade students aged 8-9 years Margadadi State Elementary School 3, Indramayu Regency	Kucing Jongkok/Cat Squatting	The traditional squatting cat game can be used to improve students' motor skills in elementary schools
6	(Kamaludin, 2020).	R & D	30 students of SD Negeri Widarapaying Wetan 02 class IV, V, VI	Pecah Piring Sintren/ Sintren Plate Breaker	Sintren Plate Breaker improves students' gross motor skills
7	Qory Jumrotul Aqobah, 2023	Experimental research	Elementary students in grades 1, 2, and 3	Engklek	The traditional game of engklek can improve motor skills
8	Silvia Tetra Oktavia, 2020	R & D	Gejayan State Elementary School involving 29 third grade students, Puren State Elementary School involving 32 first grade students and at Ngringin State Elementary School involving 33 second grade students.	Traditional game-based learning model consisting of five games, namely: (1) fortified, (2) cat and mouse, (3) like a snake, (4) sack race, and (5) shell stilts running race	Traditional game-based learning model fortified, cat and mouse, like a snake, sack race, and shell stilts running race can improve elementary school students' motor skills

Figure 1. Based on the results above, it shows that there were 8 articles about "Traditional Game Models in Physical Education and Sports: Its Effect on Increasing the Motor Development of Elementary School Students" in 2020-2024. The results of a literature review by Bahar show that the traditional game Pittu Garam improves gross motor skills in elementary school students aged 7-10 years. Research by Anung shows that the game of fortification influences the motor development of class V students. Research by Muhammad shows that Modifications of the traditional games Gobak Sodor, Engklek, Grave Jump, Cat and Mouse, Zig-Zag Pattern Sack Racing improve gross motor skills of elementary school students in class II and III. Research by Melia found that the traditional game of engklek can improve the gross motor skills of grade 1 elementary school students aged 6-7 years. Research by Rima shows that the traditional squatting cat game can be used to improve students' motor skills in elementary schools in class III students aged 8-9 years. Research by Kamaludin shows that the Sintren Plate Breaker improves students' gross motor skills in elementary school students in grades IV, V and VI. Qory's research showed that the traditional game of engklek can improve motor skills in elementary school students in grades I, II and III. The latest research by Silvia found that Traditional game-based learning model fortified, cat and mouse, like a snake, sack race, and shell stilts running race can improve elementary school students' motor skills in elementary school students in grades II and III.

## Discussion

Traditional games within Physical Education and Sports that enhance motor development in elementary school students comprise a variety, such as Pittu Garam; Fortification; Gobak Sodor; Engklek; Grave Jump; Cat and Mouse; Zig-Zag Pattern Sack Racing; Cat Squatting; Sintren Plate Breaker; fortified, snake-like movements, sack race, and shell stilts running race. Notably, Engklek stands out as a traditional game model particularly effective in refining students' fine and gross motor skills.

Pittu Garam is a traditional game that resembles dodgeball, where one team attempts to knock down a stack of stones using a ball, while the opposing team tries to rebuild the stack before being hit by the ball. This game

enhances hand-eye coordination, agility, and quick reflexes, while also promoting strategic thinking and teamwork. Bentengan, also known as Fortification, is a team-based game in which players aim to capture the opposing team's fort or base while defending their own. This game boosts running speed, agility, spatial awareness, and teamwork, and it also improves endurance and tactical thinking. Gobak Sodor is a traditional game where players must cross lines or zones guarded by opponents without getting caught. This activity enhances agility, speed, and evasive movements, while fostering teamwork and strategic planning. Engklek, similar to hopscotch, involves players hopping on one foot through a series of numbered squares drawn on the ground. This game improves balance, coordination, and leg strength, as well as concentration and motor planning. Lompat Kuburan, or Grave Jump, involves jumping over a designated area or line, often simulating jumping over a grave. It helps build leg strength, balance, and coordination, and encourages risk-taking in a safe environment. Kucing-Kucingan, or Cat and Mouse, is a traditional tag game where one player (the cat) chases another player (the mouse), while others try to help the mouse avoid capture. This game improves speed, agility, and reaction time, and also promotes teamwork and strategic thinking. In Zig-Zag Pattern Sack Racing, players hop in a zig-zag pattern while inside a sack, racing to reach the finish line first. This game enhances leg strength, balance, and coordination, while also promoting endurance and perseverance. Kucing Jongkok, or Cat Squatting, involves players squatting quickly to avoid being tagged as the "cat." The last player squatting becomes the new cat. This game develops quick reflexes, leg strength, and coordination, and it also improves concentration and reaction speed. In Sintren Plate Breaker, players try to break plates or targets using small objects, often as part of a ritual or celebration. This game enhances hand-eye coordination, precision, and throwing accuracy. Gerakan Ular, or Snake-like Movements, involves players moving in a coordinated, snake-like formation, often to avoid obstacles or complete a course. This game improves coordination, flexibility, and teamwork, while also fostering creativity in movement. In the Sack Race (Lomba Balap Karung), players hop towards the finish line while

inside a sack, competing to see who reaches the end first. This game builds leg strength, balance, and coordination, and encourages perseverance and competition in a fun environment. In the Shell Stilts Running Race (Lomba Balap Batok Kelapa), participants use coconut shell stilts to race to the finish line, balancing on the shells while moving quickly. This activity enhances balance, leg strength, and coordination, and also promotes concentration and motor planning.

Previous research states that traditional games can improve the mood of elementary school students so that students are happy when moving (Alcaraz-Muñoz et al., 2020). One category of movement that is often carried out in elementary school is basic motor skills. Basic motor skills are a necessity that must be learned at elementary school age, considering that they will be needed to support the development of body posture in adolescence and adulthood (Sunanto et al., 2024). Basic motor skills include locomotor, nonlocomotor, and manipulative (Sunanto et al., 2022). During elementary school education, children are required to carry out physical activities related to play activities (Tafuri et al., 2024). One of the play activities for elementary school children is traditional sports games (Dewi & Verawati, 2022). Types of sports in the form of traditional games can perfectly fulfill some or all of the TGfU requirements above (teaching games for an understanding approach). So traditional sports games are very important for students (Ribas et al., 2023).

Sports games are typically designed with the objective of securing a victory in a competition or reaching a specific level of achievement, often highlighting physical prowess and particular skill sets. Common examples include soccer, basketball, and athletics (Bronikowska & Groll, 2015; Martínez-Santos et al., 2020). On the other hand, traditional games prioritize social interaction, recreation, and community bonding. Rather than focusing on winning, these games are centered around enjoyment and the preservation of cultural heritage. In Indonesia, traditional games such as congklak, bentengan, and egrang are well-known examples (Maryanti et al., 2021; Nawawi et al., 2023; Yudiwinata & Handoyo, 2014). Traditional games and sports games are interconnected in several meaningful ways, reflecting both continuity and evolution in human play and physical activity.

The variety of traditional games worldwide (Summerley, 2020), diverse playing methods, equipment variations, and geographical disparities in playing surfaces and environments contribute to this phenomenon. Each region or country boasts its unique heritage of music, art, storytelling, dance, folklore, and cultural games, shaped by environmental factors like climate, terrain, and ecological conditions. These surroundings profoundly impact children's motor development, highlighting the significant influence of geographical, environmental, and ecological factors on their upbringing (Hussain & Cheong, 2022). Playing the traditional game of "engklek" involves a range of body movements and requires coordination between different

body parts, thus contributing to the enhancement of both fine and gross motor skills in students (Aqobah et al., 2023). Indonesia is rich of cultural diversity (Harwandi et al., 2017), and Indonesia is home to a multitude of cultures, tribes, and traditional games originating from diverse regions, all contributing to the nation's cultural wealth. Recognizing the importance of preserving culture amidst the challenges of globalization, both formal and non-formal education play vital roles. Elementary education serves as the cornerstone for imparting cultural knowledge (Prasetio & Paramdana, 2020). Traditional game sports derive from rich cultural and ancestral legacies, encompassing physical exertion and mobility. Each locale boasts its unique array of traditional game sports, distinguished by diverse forms and practices. These sports represent invaluable cultural heritage, demanding preservation and advancement (Maryuni & Nasrulloh, 2022). Therefore, traditional sports games for elementary students not only foster motor skill development but also serve as a means of preserving cultural heritage.

## Conclusion

According to this study, a total of 8 articles were identified. This finding underscores the scarcity of research over the past five years regarding the impact of traditional games on motor development globally. Consequently, the recommendation is to conduct further research on this subject, emphasizing the traditional games unique to each country worldwide. Such efforts aim to preserve traditional games for elementary school students on a global scale. Traditional games within Physical Education and Sports that enhance motor development in elementary school students comprise a variety, such as Pittu Garam; Fortification; Gobak Sodor; Engklek; Grave Jump; Cat and Mouse; Zig-Zag Pattern Sack Racing; Cat Squatting; Sintren Plate Breaker; fortified, snake-like movements, sack race, and shell stilts running race. The topic "Traditional Sport Game Models in Physical Education and Sports: Its Effect on Increasing the Motor Development of Elementary School Students" is crucial and relevant for several reasons, including the promotion of holistic development, the preservation of cultural identity, enhancing student engagement and motivation, the development of motor skills, adaptation to diverse educational needs, fostering educational innovation, contributing to physical health, supporting research and evidence-based practices, and influencing policy and curriculum development.

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