



The Effect Of Traditional Games On Children's Gross Motor Aged 4-5 Years

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ABSTRACT

Playing is a fun activity for kids. They get a lot more from playing than from any other activity. Playing is vital for a child's mental and physical development, because playing gives the child the freedom to channel and express their wishes without feeling wrong or constrained by rules. This research uses pre-test and post-test design approaches. This study involved children aged 4 to 5 at RA Raden Rahmat Sumobito. Traditional game learning and motor development were research variables, consisting of 28 respondents. Chi-Square statistical test used. Based on the results of the Chi-Square test obtained a significance of $0.300 > 0.05$. The results showed that there was no influence of the Application of Traditional Games on the motor development of children aged 4-5 years in RA Raden Rahmat Sumobito

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1. INTRODUCTION

Playing is an activity that is usually carried out so that children can stimulate their growth and development through exciting game activities, therefore parents and teachers at school must create a safe, comfortable and conducive play environment. According to (Elfiadi, 2016) MJ Langeveld (Khobir, 2009) Playing is a way that every child uses to learn. Playing is a child's world and as is known, children will learn many things about life through the games they like. Parents should incorporate educational elements into their child's play. Because playing and games are very important for the growth and development of a child (Lestari et al., 2018).

Playing is something fun for children. Children gain more from play than any other activity. When viewed from the perspective of children's development and needs, the meaning of play becomes very important. Play is very important for children's mental and physical development. This is because playing gives children the freedom to channel and express their desires without feeling wrong or limited by rules.

According to a survey on November 17 2017, by the traditional game community organized by U-Report Indonesia, this survey was completed by 4963 people throughout Indonesia, with a response rate of 97%. Survey results show that 68% of people surveyed prefer traditional games. This is because traditional games have the ability to preserve culture while increasing solidarity. In terms of playing intensity, 42% of respondents play when there are activities: 33% play once a week, 18% play every day, and 6% play once a month.

According to the "Directorate of Cultural Values", traditional children's games are the process of carrying out activities that are enjoyable for children by using simple tools according to the circumstances, and are a product of exploring local culture which is based on ideas and teachings passed down from generations to ancestors. However, according to James Danandjaja in Keen Achroni (2012:45), one type of children's game that is played orally among members of a certain group is traditional games. This type of game is very different and has been carried over from generation to generation. Traditional games, also referred to as "folk games", have a lot of cultural and educational value that are fun to play. They come from local traditions. Traditional games are spread throughout the country and are part of the country's culture.

Motor ability is a very important activity that allows humans to achieve the results they hope for. Development is a multiple maturation process that includes aspects of form or function defense, including social and emotional changes (FKPP in West Java, 1977). The nervous processes that allow a person to move the arms, legs, and other parts of the body are known as motor processes. Motor processes also include movements in which muscles are directly involved in the movement.

The reasons why childhood is an ideal period for getting to know motor development are. Children accept lessons more easily because their bodies are more flexible than the bodies of teenagers or adults. Children aged 4-5 years can easily learn new skills because they don't have many skills that can clash with new skills. Children aged 4-5 years are on average braver than adults. Because of this, they are more daring to try new things. Children aged 4-5 years love repetition while teenagers and adults get bored. Because of this, children are better prepared to repeat an action until their muscle patterns become strong enough that they can perform it effectively. Children aged 4-5 years do not have as many responsibilities and obligations as when they are adults, so they have more time to learn skills.

According to (Khadijah, 2020: 33), body movements that use large muscles or entire body parts are influenced by the child's own maturity. such as running, kicking, sitting, going up and down stairs, jumping and walking are called gross motor development. However, fine motor development refers to children's ability to perform tasks that require small muscles, for example squeezing, writing, drawing, grasping, arranging blocks and cutting. Fine motor development means the growth of body movements that use small muscles (smooth muscles). These fine motor movements include placing or holding an object with the hands or fingers.

2. RESEARCH METHOD

This research design uses this research using quantitative research with a pre test - post test design approach. with a sample size of 28 respondents, namely children aged 4-5 years at RA Raden Rahmat Sumobito

The variable in this research is traditional games as the independent variable because this factor is a factor that is manipulated or applied to see the effect and the dependent variable is the gross motor development of children aged 4-5 years because this is the result or effect observed from the application of traditional games. To test the two variables above, the Chisquare Test is used

3. RESULTS AND DISCUSSIONS

Table 4.1 Table of General Characteristics of Respondents

General Data		Quantity (n)	Percentage (%)
a.	Age		
	4 Years	12	42,9%
	5 Years	16	57,1%
b.	Gender		
	Girl	13	46,4%
	Boy	15	53,6%
	Total	28	100%

Source : Secondary Data processed in SPSS 2024

It can be seen in table 4.1 that there were 12 respondents aged 4 years, and 16 respondents aged 5 years, while 13 respondents were female and 15 respondents were male.

Table 4.2 Table of Results of Application of Traditional Games on Child Development

Developmental Assessment Results						
KPSP	Before the Implementation of Traditional Games		After the Implementation of Traditional Games		Total	
	n	Percentage(%)	n	Percentage(%)	n	Percentage(%)
Deviated	2	33,3%	4	66,7%	6	100%
Doubtful	11	64,7%	6	35,3%	17	100%
In Accordance	15	45,5%	18	54,5%	33	100%

0,300

Source : Secondary Data processed in SPSS 2024

In Table 4.2 Before the implementation of traditional games: 2 children (33.3%) showed deviant behavior. After implementing traditional games: 4 children (66.7%) showed deviant behavior. Total children who showed deviant behavior: 6 children (100%). So the results in table 4.2 show an increase in the number of children who behave deviantly after the implementation of traditional games, from 2 to 4 children. The percentage also increased from 33.3% to 66.7%. The results of the research after carrying out the chi-square test showed a p value of 0.300, so because the p value was > 0.05, based on statistical tests it could be found that there was no significant relationship between the Pre and Post KPSP tests for RA Raden Rahmat Sumobito's children. Thus, the research results on the impact of traditional games on children's development have no impact. This is because when the researcher carried out the KPSP Pre and Post test on RA Raden Rahmat Sumobito's children, during the first week there was 1 respondent who was not present and when the KPSP test was carried out in the second week there were 4 respondents who were not present, so it was difficult for the reviewer to carry out research to carry out detection. to existing respondents. This could also be due to other factors, such as the relatively small sample size (28 respondents), which could affect the ability of statistical tests to detect possible relationships.

In Table 4.2 it is also found that there are still (64.7%) respondents in the child development category who are doubtful because today's progress is increasingly encouraging technological progress in any field, many things are affected by this progress, one of which is traditional games which are increasingly developing over time. replaced by gadgets and modern games, so that children are more interested in modern games than traditional games, not only technological developments, parents as the people closest to children have an important factor in the success of children's optimal development.

According to (DINKES 2009) Facts in the field show that the role of parents who do not understand children's development and also lack of stimulation from parents can cause delays or deviations in children's development. Thus, these factors can also have an impact on child development.

Table 4.3 Distribution table of the impact of traditional games on child development

Chi-Square Tests				
	Value	df	Asymptotic Significance (2-sided)	Exact Sig. (2-sided)
Pearson Chi-Square	2,410 ^a	2	,300	,332

Fisher-Freeman-Halton
Exact Test

2,365

,332

After implementing traditional games in children's development, it can be concluded as follows. That Parson Chi-Square value is 2.410 with degrees of freedom (df) 2 and significance value (p-value) 0.300. The significance value of 0.300 is greater than the standard significance level of 0.05 (5%). The number of valid cases (N of Valid Cases) is 56, from these results, it can be concluded that there is no statistically significant relationship between the results of child development tests and the independent variable (traditional games).

4. CONCLUSION

Before the implementation of traditional games for children's development, based on research results, it was found that more than half (64.7) of the children's development were in the Doubtful category. After implementing traditional games on children's development, according to the research results, it was found that 18 children (54.5%) were appropriate in their age development. From the results of the analysis after carrying out the chi-square test above, a p value of 0.300 was obtained, so because the p value is > 0.05, it can be concluded that the results show that there is no significant relationship between the Pre and Post KPSP tests for RA Raden Rahmat Sumobito's children. Thus, the research findings regarding the influence of the implementation of traditional games on children's development do not have any impact.

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