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Survey of the Implementation of Traditional Games of Minangkabau in Physical Education in Elementary School

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Abstract

The background of this research is that several teachers in elementary schools throughout the Nanggalo sub-district still have not implemented traditional Minangkabau games in physical education learning. The purpose of this study was to determine the extent of the application of traditional Minangkabau games in Physical Education knowledge in 2019-2020. The research method is a survey method with an instrument in the form of a research questionnaire in the form of a google form (online), with the research subjects being Physical Education teachers from elementary schools throughout the Nanggalo Padang sub-district, totaling 27 elementary schools with a total of 29 PJOK teachers. The data analysis technique used descriptive analysis in the form of percentages. The results of the study on the survey of the application of traditional Minangkabau games in physical education learning in elementary schools throughout the Nanggalo district of Padang city were seen from the number of elementary schools with a percentage of 74% public elementary schools, 19% private elementary schools and private elementary schools that did not have PJOK teachers 7%. Judging from the number of teachers with 62% male teachers and 38% female teachers. For the results of the application of traditional Minangkabau games in physical education learning with a percentage of 50.10% in the category of applying and 49.90% of the type not using. It can be concluded that PJOK teachers have implemented traditional Minangkabau games.

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INTRODUCTION

The Indonesian Nation has much history, culture, and regional traditions, including traditional games characteristic of a region in Indonesia. This reflects that the Indonesian state has various traditional games that we need to preserve in everyday life and school informal education. 11According to Akbari (in Iswinarti, 2017), traditional games are games that have a history in specific regions or cultures that contain humanity values and are not the result of industrialization. Because in traditional games there are human and social elements in it

The formal education level starts from Elementary School (SD). Elementary school is the initial level for every child in shaping character, namely how they socialize with peers, family, or the community. To make it happen, elementary students must have the abilities and skills obtained in physical education learning. In Physical Education, there is material about traditional games that significantly influence the mental, physical and mental development of children 1 (Sisca, 2012: 173). Elementary school students will be happier and be able to accept learning when given play. 20Hurlock (2013: 323) reveals that the effect of space on children's development is for physical development, encouragement to communicate, channeling emotional energy, channeling needs, learning resources, stimulation for creativity, and self-insight, social learning, moral standards, and personality development. To increase the

willingness of students to take part in physical education learning, one of them is to provide motivation about the importance of learning traditional Minangkabau games, one of which is this traditional game that can develop physically for children. One way to get elementary students to play this traditional game is to motivate them. 16Motivation is one of the factors that influence the learning process (Zhu & Leung, 2011). 12Children spend a lot of energy playing, and play provides opportunities for children to acquire knowledge and skills that are important for their lives (Smith & Pellegrini, 2013; The Lego Foundation, 2018).

2 (Kurniati, 2016: 2) "Traditional games are a game activity that grows and develops in certain areas, which are full of cultural values and values of community life and are taught from generation to generation from generation to generation." Traditional games must be preserved and introduced by children to continue to grow and develop in society. 3 (Soemitro, 1992: 171) With the existence of traditional games, it is hoped that student activities will vary so that they do not feel bored quickly in participating in Physical Education learning activities. 13Play has been defined as any activity that the individual freely chooses, is carried out because it is intrinsically motivated and directed personally (Goldstein, 2012). The kinds of traditional West Sumatra games that we know include: long legs, dakakakak, long pumping or tangkelek, galuak, playing gundu, gasiang, Badie balantak, Congkak, Marbles, Ula nago,

Cik mancik, Tali, catapults, and Kite. 21 Traditional games are simple in design and implementation, suitable in all weather conditions with low cost, space, time, and equipment, but still capable of promoting Physical Activities, comparable to playing organized sports. That is why traditional Minangkabau games should be introduced and taught to elementary students, honing skills/abilities, training motor skills, and training physical activities to develop children aged 13 years and under.

Early observations on 11 (Monday) and 13 (Wednesday) January 2021 with the SD KKG in Nanggalo District obtained results. Traditional games are rarely played in physical education because students are less interested in participating, so teachers replace them with football or baseball. Elementary school students or children are now too lazy to move because they are used to games on social media/gadgets (Handphone). 19 The problem currently faced is that children become passive or inert to move/synchronize due to technological developments such as television, cell phones (social phones), social media, online games, etc. The teacher's difficulty in teaching traditional games in physical education learning is due to a lack of creativity so that students are more interested in playing other than traditional games. Lack of knowledge about traditional Minangkabau games. From this observation, some physical education teachers have taught traditional games. The traditional games given in physical education learning are rondes, kasti, jumping

rope, and gobak Sodor (cak bur). It can be evaluated after observing that all primary schools in Nanggalo District have not played traditional Minangkabau games.

This study aimed to determine the application of traditional Minangkabau games in physical education learning in elementary schools in Nanggalo District. 17 The use of traditional children's play in learning is shown by the study of Kovacevic & Opic (2014), which sums up that the use of traditional games in education provides many benefits for children. It is hoped that elementary schools in Nanggalo District will participate in preserving the culture of the Indonesian Nation through traditional Minangkabau games. However, until now, traditional Minangkabau games are still rarely or never used in physical education learning. If the physical education teacher does not introduce and teach traditional Minangkabau games to students at school, the traditional Minangkabau games will become extinct and disappear. Permainan tradisional yaitu permainan yang dimainkan oleh anak-anak secara tradisi diwariskan dari generasi ke generasi 4 (Ibnu Fatkhu Royana, 2017).

Traditional games are cultural products of great value for children in fantasizing, recreation, creativity, a sport that is also a means of practicing social life, skills, politeness, and dexterity. Traditional games have better benefits for children's physical and mental development, training the intelligence of the left and right brains 5 (Meiriani Armen, 2017). 14 According to Piaget (in Santrock,

2011), children aged 12-13 years are at the formal operational stage. Children can think and understand abstract concepts, master reasoning, and conclude from existing information at this stage.

The traditional Minangkabau games in West Sumatra are seen from various aspects and are full of values: such as recreational, educational, competitive, and creative. 6(Dwiyana et al.,2001:18). According to a member of Commission I DPRD West Sumatra, Ahmad Rius, SH, the disappearance of traditional games in West Sumatra, apart from being caused by incoming technology, is also because there are no more future generations who are interested in games that are considered outdated and no longer in line with the times. (Jarbat News, Permainan Anak Minang Yang Mulai Hilang, 13 Agustus 2017). 25Traditional games were formerly popular and played by a wide range of ages and races. However, its popularity has dwindled over the last few decades and is less practiced by the younger generations. Today's young generation, especially elementary school children, rarely know and play traditional Minangkabau games because there are many influences from e-games. For that it needs to be preserved and reintroduced, one of which is through the Physical Education game in SD. 7 (Anak Agung Ngurah Budi Adnyana, 2019) Physical education, sports, and health are integral parts of education as a whole, aiming to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, emotional stability, moral

action, pattern aspects healthy living and introduction of a clean environment through selected physical, sports and health activities that are systematically planned to achieve the goals of national education. Traditional games provide opportunities for children to develop physical skills. 18 Opportunities to improve overall body coordination, body awareness, and stability skills in boys, and object control skills in girls with targeted support in specific skills (Pienaar, van Reenen, & Weber, 2016). So, Physical Education is a complex education, and there is an element of education and skills/movement and emotional. Elementary school students are given basic skills to solve problems in everyday life, including sports skills.

Observing the times in technology, traditional games are not as popular as they used to be. In the past, children played using makeshift tools. But now, they are playing with technology-based games and are starting to leave traditional games. Children slowly forget traditional games. Not a few of them are entirely unfamiliar with traditional games. This must be reintroduced to children so that traditional Minangkabau games are alive and need to be preserved. The kinds of traditional Minangkabau games that we know include long legs, long tarompa or tangkelek, gasiang, Badie balantak, Congkak, Marbles, Ula nago, Cik mancik, Tali, catapult, catfish stakes, Cak Bur, and kite. 15Some of the games used in this study is a form of risky play. According to research from Sandsete and different study

from Stephenson (in Sandseter & Kennair, 2011)

Traditional games are part of the form of simple games as learning material. Through Physical Education, traditional games can be presented as learning material because each of these games must first be assessed for the values contained, such as educational values; traditional games also have elements such as sportsmanship, honesty, accuracy, agility, accuracy in determining steps and abilities. working together in groups, the rules of the game are accessible, in addition to the number of players who can involve all students in the class concerned and the game the teacher can control students because of the danger factor so that someone must be accountable 3 (Soemitro, 1992: 171). 24The advantage of incorporating traditional games during Physical Education lessons is that it requires minimal equipment and space than organized sports.

METHODS

This research is a quantitative descriptive study and a survey used to find out the actual situation based on the results of a valid and reliable questionnaire instrument and survey method (Suharsimi Arikunto, 2010: 278). The method used to collect data is a survey method. The research was conducted in two ways, namely offline (face to face) and online (online). The subjects of this study were all physical education teachers in elementary schools throughout the District of Nanggalo

Padang as many as 29 respondents. This research instrument uses an observation sheet that was previously made of an observation sheet grid. The observation sheet was made using a google form. After that, questions arise with criteria for the value of Yes (1) and No (0). The data was obtained after obtaining permission from the head of the KKG Teacher PJOK SD throughout the District of Nanggalo, Padang City, who had filled out the questionnaire sheet with the google form, and then the data were analyzed using percentages. The research data in the form of a google form is filled in consisting of 20 public elementary schools and seven private elementary schools. 2 private elementary schools are not included in the data because there are no physical education teachers, so only five private elementary schools have physical education teachers The total respondents from 25 public and private elementary schools are 29 teachers. The research data in the form of a google form was filled in. There were 18 male physical education teachers and 11 female physical education teachers from 25 public and private elementary schools, so the total respondents were 29 Penjaorkes teachers. The results of the analysis obtained that the average value of the application of traditional Minangkabau games in physical education learning in elementary schools throughout the Nanggalo District, Padang City for the 2019/2020 academic year, the average answer was "YES" with a percentage of 50.10% and "NO" with a rate of 49, 90%.

FINDINGS AND DISCUSSION

The relevant research by Anak Agung Ngurah Budi Adnyana with the title physical education learning is based on traditional games for elementary students. The data from the results of this study were made in the form of a google form which consisted of 20 public SDs and seven private SDs, and two private SDs were not recorded because there were no Physical Education teachers. Hence, the data were only five private primary schools that had PJOK teachers. The total number of respondents from 25 public and private

primary schools is 29 teachers. Data from the research results in the form of google Forms are filled in. There are 18 male Physical Education teachers and 11 female Physical Education teachers from 25 public and private elementary schools, so the total number of respondents is 29 Penjaorkes teachers.

Findings

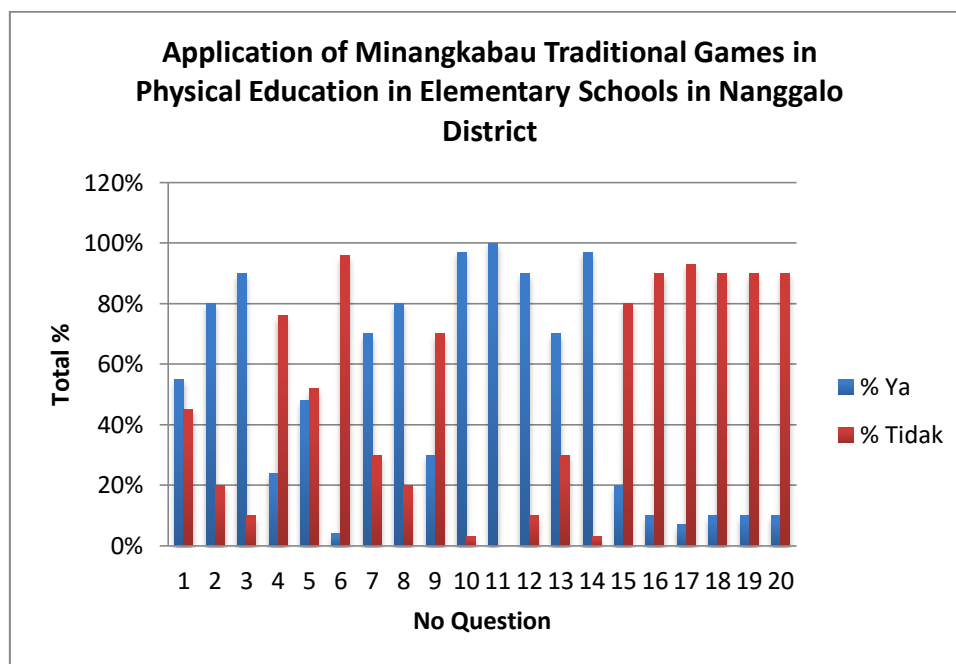
The survey is done in a questionnaire on google form with 20 questions about traditional Minangkabau games, which are then viewed in percentage terms.

Table 1. The Implementation of Traditional Minangkabau Games in Physical Education Learning in SDs in Nanggalo District, Padang City, 2019/2020 academic year

No Question	Yes		No	
	Amount	%	Amount	%
1	16	55%	13	45%
2	23	80%	6	20%
3	26	90%	3	10%
4	7	24%	22	76%
5	14	48%	15	52%
6	1	4%	28	96%
7	19	70%	10	30%
8	24	80%	5	20%
9	10	30%	19	70%
10	28	97%	1	3%
11	29	100%	0	0%
12	26	90%	3	10%
13	20	70%	9	30%
14	28	97%	1	3%
15	6	20%	23	80%
16	3	10%	26	90%
17	2	7%	27	93%
18	3	10%	26	90%
19	3	10%	26	90%
20	3	10%	26	90%
Average	50,10%		49,90%	

The results of the analysis obtained the average value of the application of traditional Minangkabau games in physical education learning in elementary schools in Nanggalo District, Padang City for the academic year

2019/2020, with an average answer of "YES" with a percentage of 50.10% and "NO" with a rate of 49, 90%. In the form of a bar chart, the data is described as follows:



Graph 1. The application of traditional Minangkabau games in Physical Education Learning in SD in Nanggalo District

Discussion

There are 27 traditional Minangkabau games from the number of elementary schools in Nanggalo District. There are 74% public SD, 19% private SD, 7% SD that do not have PJOK teachers. That public elementary schools dominate the implementation of traditional Minangkabau games. Some traditional Minangkabau games have been implemented by PJOK teachers in both public and private elementary schools. This is because there are teachers who do not know the forms of these games in this traditional Minangkabau game. This is because the PJOK

teachers do not see the game. After all, there has been no socialization or workshop regarding the condition of traditional Minangkabau games. There is Game material in the Penjasorkes curriculum; this is why PJOK teachers must know about traditional Minangkabau game forms. 22One of the reasons being Physical Education teachers have no or little training in conducting the aforementioned structured activities.

The traditional Minangkabau games, which were the questions in this research questionnaire, consisted of 20 forms of games.

The most significant percentage in traditional games that have been carried out is the game of rope/rubber jumping (100%). This is because the rope / jumping rubber game is a team game that requires physical and inter-individual cooperation that male or female students can play. 23Team games like traditional games require less specific skills were more likely to be perceived as fun and exciting, which is a solid motivating factor for engagement in Physical Activity. And this game is fun for many students because it is done as a team. The rubber rope/jumping game contains values of cohesiveness, sportsmanship, and creativity, so it needs to be taught to students. The lowest / least implemented traditional game is the Badia Balantak game. This is because the Badia Balantak game equipment is challenging to find by students, and schools have a yard that is not too wide to play it so that it is dangerous for students to play, and because the teacher is not familiar with the game and this game is rather complicated so that students have difficulty playing it. Even though the application of traditional Minangkabau games that do a little is still high (50.10%) compared to the numbers that do not (49.90%), this figure is still far from the expected figure.

CONCLUSION

Based on the results of data analysis, the results of this study can be concluded that the application of traditional Minangkabau games in physical education

learning in elementary schools in Nanggalo District, Padang City in the academic year 2019/2020 as a whole has been implemented with an average percentage of 50.10% and does not implement with an average rate of 49.90%. Kurniati, 2016:2) "traditional games are game activities that grow and develop in certain areas, which are loaded with cultural values and values of community life and are taught from generation to generation from one generation to the next," so traditional games must be preserved and introduced from children to continue to grow and develop in society implementation of this research has been carried out as well as possible. However, there are still limitations and weaknesses that cannot be avoided, among others: 1) The researcher was unable to control the seriousness of the teacher in providing answers, so the researcher did not know the teacher's honesty in answering the questions in the questionnaire. 2) This study only discusses the application of traditional Minangkabau games without directly seeing the teaching process. 3) The existing instruments are less specific because they only discuss whether or not the traditional Minangkabau game is applied without knowing the learning process.

Based on the conclusions and limitations, the researcher proposes the following suggestions: 1) Teachers who have applied traditional Minangkabau games in physical education learning are expected to teach them consistently. Meanwhile, for teachers who have not implemented traditional Minangkabau games in physical education learning, it is hoped that they will implement/teach them as soon as possible. 2) Schools are expected to provide adequate facilities and infrastructure so that teachers and students can carry out traditional Minangkabau games in physical education learning by the rules. 3) For universities that produce physical education, teachers are expected to equip prospective teachers to learn traditional Minangkabau games from the start so that prospective teachers can apply them when they enter school.

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