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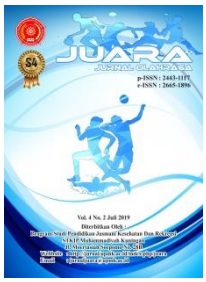

LOCAL WISDOM THE TRADITIONAL GAME UCING BANCAKAN TO DEVELOP THE MOTOR ABILITY OF CLASS IV STUDENTS

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Abstract

Traditional games are a cultural heritage that has been played downward and downward for hundreds of years. this game,according to some investigations, is capable of developing students' physical motor skills. However, today, traditional games are beginning to be abandoned by children because they are more interested in playing with exercise. Seeing the many benefits that can be taken from this traditional game,then this game is very worthy to be introduced back to the students through the study the method of learning at school. Ucing Bancakan is one of the traditional games that are rarely played by children, although researchers are convinced that it can improve the morotic physique of elementary school students. To that end, the researchers conducted researchaimed at developing the motor skills of students through the traditional methods of Ucing Bancakan. Although a lot of research has been done on this tradition, there is still a gap that has not been done before researchers, namely the potential of Ucing Bancakan game in developing the motor skills of students. This was a qualitative with descriptive research method.The subjects in this study were 30 students of the fourth grade of elementary school. The results of the research showed that three aspects: 1) speed; (2) agility and (3) eye- hand coordination pointed to a very good category. Thus, the researchers concluded that the traditional game is Ucing Bancakan able to develop the motor skills of fourth-grade student ery satisfactorily

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INTRODUCTION

Traditional games are games inherited from Indonesian ancestors that only require simple tools and materials that are around, so the tools can be found easily (Aulia, 2020). Traditional games generally train the body because these games are played using physical activity and train dexterity. When children play traditional games, without realizing it they will do a lot of physical activity (Damayanti et al., 2023; Maryati & Nurlaela, 2021). Apart from encouraging children to carry out physical activities that are useful for their motor development, traditional games are also very useful for practicing social interactions between children and their friends or with the environment around them. Based on physical activity, traditional games can be classified into games where the dominant physical activity is running, jumping, skipping, throwing, and a combination of several of these physical activities. Some traditional games where running is the dominant physical activity include *Ucing Lari, Ucing Kup, Bentengan, Galahasin/Gobak Sodor*, and others. Traditional games whose physical activities are dominant in jumping are *Engklek, Lompat Tali, Balap Karung*, and traditional games which are dominant in jumping are *Sapintrong*. Apart from that, there are also games which are a combination of several physical activities, such as *Sorodot Gaplok* which is a combination of jumping, skipping and throwing activities, *Boi-boian and Ucing Bancakan* which are a combination of running and throwing activities.

Ucing Bancakan is a game usually played by children from West Java. The process of implementing the game begins with giving directions regarding the steps for the *Ucing Bancakan* game. The steps for the *Ucing Bancakan* game can be described as follows.

1. The game begins with the players taking turns knocking down the pile of tiles (usually 10 levels of tiles/according to group agreement) by throwing balls/stones until someone knocks down the pile of tiles (the distance between the pile and the throwing limit is 7 steps or according to group agreement). lottery to determine who wins and loses (determining the *ucing* or person who will guard the precarious pile), in a way
2. The child who is behind the child who managed to knock down the pile of tiles will become the *ucing* and must arrange the tile fragments into a pile as before, while the other players hide.
3. After all the tiles are arranged, the *ucing* looks for hiding players one by one. If the *ucing* finds a player who is hiding, he will immediately run near the pile of tiles and say the name of the child he saw while stepping on the ball/stone used to throw it, saying "*Bancakan"*.

4. While the *ucing* f is looking for a hiding player, each hiding player can secretly knock down the tiles and make the *ucing* have to rearrange the pile of tiles and other players can move to their hiding place.

5. If all the players have been successfully *"ditangkap"*, then the next *ucing* will be determined again by the players sequentially (in the order of the players who were successfully caught by the *ucing*) throwing balls/stones to destroy the tiles, and then returning to number 2.

Source: Personal Documentation

Figure 1 Looking for *Ucing* again after all the players are caught

Almost all traditional games are currently included in sports and health studies. Regarding physical development, Kuhlen and Thompson in (Hasanah, 2016) states that an individual's physical development includes 4 aspects, namely: (1) the nervous system, which

influences the development of intelligence and emotions; (2) muscles, which influence the development of strength and motor skills; (3) endocrine glands, which cause the emergence of new patterns of behavior, such as when teenagers develop feelings of pleasure in being active in an activity, some of whose members consist of the opposite sex; and (4) physical/body structure, which includes height, weight and proportion. Traditional games can be applied as a learning method in sports subjects in elementary schools. According to several studies, traditional games in sports subjects can significantly improve students' coordination skills. This game serves as an effective way to develop motor skills (González-Cordero & Jarrín-Navas, 2021). Elementary school students who play traditional games show good levels of physical activity and playing skills, indicating the potential for improving motor skills through traditional games in sports subjects (Temel et al., 2023). But currently elementary school students do not know much about traditional games. This agrees with (Rusli et al., 2022). which stated that in this modern era, there are many obstacles faced by elementary school students, many students no longer understand the forms and methods of carrying out traditional sports. Technological developments have certainly contributed to the decline of traditional games in children's lives, especially with the presence of gadget games, more and more children are abandoning traditional games (Husein, 2021). The advantages of traditional games in sports subjects as a learning medium using traditional game tools.

Several previous studies on traditional games as a learning method in schools, including the game of *Bentengan* (Abidah et al., 2019; Dese et al., 2023; Irawan et al., 2022; Khafidoh & Maulida, 2021; Syahrial & Darmawan, 2020; Yuningsih & Wahyuni, 2021), *Lompat Tali* (Andini et al., 2022; Eva Soraya Zulfa, 2023; Ferasinta et al., 2022; Oktami Mayusta Putri1, Zahratul Qalbi2, Delrefi3, 2018), *Engklek* (Darmawati & Widyasari, 2022; Didik et al., 2023; Indriyani et al., 2021; Novasari et al., 2022; Wiranti & Mawarti, 2018) *Cublak-cublak Suweng* (Ervanda & Z, 2020; Haris, 2016), and *Gobak Sodor* (Anggraini & Nurhafizah, 2020; Fajarwati & Sceisarriya, 2020; Ida Ayu Dian Pramantik, 2021; najamuddin & Ashari, 2021; Novasari et al., 2022), *Ucing Jongkok* (Herlinda, 2022; Safitri et al., 2023), *Pecah Piring Sintren* (Kamaludin et al., 2020; Umri Rahman Efendi et al., 2023), *Tambi- tambian* (Anggraini & Nurhafizah, 2020; Herawati, 2018; Simatupang, 2018). Traditional games improve children's motor skills. Incorporating them into the school and home environment can increase physical activity, improve motor skill development, and have a positive impact on overall health (McDonough et al., 2020). Based on previous research on the application of traditional games as a learning method in schools, there is still a gap that has not been researched, namely traditional games, especially *Ucing Bancakan*, in developing the motor skills of class IV students. The aim of the research is to determine the potential of the local wisdom of the traditional game *Ucing Bancakan* in developing the motor skills of class IV students.

METHODS

This research is quantitative research with descriptive research methods. Researchers gave treatment to students in the form of the *Ucing Bancakan* game in 10 meetings, then researchers measured the students' motor skills after completing the treatment. The research subjects were 30 class IV students from three cities, namely 10 students from Cirebon City, 10 students from Kuningan Regency, and 10 students from Brebes Regency. The assessment is divided into 3 aspects, namely: (1) speed; (2) agility; (3) eye and hand coordination. In the speed aspect, children sprint 30 meters; for the agility aspect, children do a 4x10 meter shuttle run; Meanwhile, for the eye and hand coordination aspect, the child throws the ball at a coordinate point 2.5 meters away 20 times. The data on the results of each test obtained by students who take the test is called rough data. Students' gross motor skills cannot be assessed directly using tests because the units of measurement for each test are still different, among other things

a) for the speed aspect, namely sprint, using time units (seconds);

b) for the agility aspect, namely shuttle run, using time units (seconds); And

c) for the hand-eye coordination aspect, use the number of success scores on 20 occasions or points (20 times).

This rough data needs to be converted to have the same units. So that the units are the same, they will be converted to TScore (Score 10) manually. The TScore results are the basis for determining the category of students' gross motor skills. To find out each category, use the standard motor ability score (Table 1). Assessment of students' gross motor skills is categorized into five categories as follows (Rohman, 2016).

Norm Range	Category
X > M + 1.5 SD	Very well
M + 0.5 SD < X < M + 1.5SD	Good
M – 0.5 SD < X < M + 0.5 SD	Currently
M – 1.5 SD < X < M – 0.5SD	Not enough
X < M – 1.5 SD	Very less

Information:

X = Score obtained

SD = Standard Deviation

M = Mean

a) T_{Score} formula for sprint and shuttle run tests.

$$T_{Score} = 50 + \left(\frac{X - \bar{X}}{SD}\right) x\ 10$$

Information :

X = Score obtained

$\bar{X}$ = Average score

SD = Standard Deviation

Calculations in units of time, the less time needed the better the results obtained.

b) T_{Score} formula for eye and hand coordination tests.

$$T_{Score} = 50 + \left(\frac{\bar{X} - X}{SD}\right) x\ 10$$

Information :

X = Score obtained

$\bar{X}$ = Average score

SD = Standard Deviation

Calculations using points, the more numbers or units you get, the better the results you will get

The T_{Score} results are the basis for determining the category of students' gross motor skills. To make it easier to describe the data, the data which is already in T_{Score} form is then converted into motor ability categories with an assessment of five categories, which are in Table 1. The formula used to find the percentage is as follows (Sudjiono, 2006) in (Iskandar, 2015).

$$P = 100\% \text{ x } \frac{f}{n}$$

Information :

P = Percentage number

f = The frequency the percentage is being searched for

N = Number of Cases (number of frequencies/number of individuals)

Findings

Based on the results of data processing on students' motor skills tests, data on Tscore for speed (sprint), agility (shuttle run) and hand-eye coordination (throw) were obtained as can be seen in Table 2.

Table 2 Student Motor Ability T-Score Values

No	Student,s Name	T_{score} Sprints	T_{score} Shuttle Run	T_{Score} Throw
1	S-1	42.06	44.27	33.50
2	S-2	45.62	42.97	50.91
3	S-3	44.99	42.12	53.40
4	S-4	45.18	41.87	55.89
5	S-5	77.23	58.34	35.99
6	S-6	59.11	52.30	50.91
7	S-7	45.18	42.92	45.94
8	S-8	53.70	46.36	38.48
9	S-9	53.00	56.94	28.53
10	S- 10	49.37	50.55	33.50
11	S-11	48.61	47.66	50.91
12	S-12	44.54	46.86	55.89
13	S-13	47.34	52.35	45.94
14	S-14	51.35	56.99	40.96
15	S-15	57.13	69.67	58.37
16	S-16	58.72	63.48	58.37
17	S-17	51.54	62.63	63.35
18	S-18	52.75	53.15	63.35
19	S-19	56.24	59.84	31.02
20	S-20	73.80	73.01	60.86
21	S-21	63.88	61.18	55.89
22	S-22	58.41	56.39	60.86
23	S-23	36.85	34.93	55.89
24	S-24	43.08	44.91	48.43
25	S-25	42.57	41.42	55.89
26	S-26	38.44	36.43	58.37
27	S-27	38.31	39.42	60.86
28	S-28	41.93	40.42	55.89
29	S-29	36.21	39.92	53.40
30	S-30	42.89	40.67	43.45
Mean		**50.00**	**50.00**	**50.00**
Standard Deviation		**10.00**	**10.00**	**10.00**

Based on Table 2, the average T_{Score} value for each motor aspect (sprint, shuttle run and throw) is 50.00 and the standard deviation (standard deviation) is 10.00, so in general, the average for all motor aspects including into the medium category. The percentage of students' motor categories in each aspect can be described as follows.

1. Speed Aspect

The speed aspect is measured using a short distance running test (30 meters) or sprinting. The percentage of students' motor categories in the speed aspect can be seen in Table 3.

Table 3 Percentage of students' motor categories in the speed aspect (Sprint)

Intervals	Category	Frequency	Percentsge
X > 65	Very Well	2	6.67%
55 < X < 65	Good	13	43.3%
45 < X < 55	Currently	11	36.7%
35 < X < 45	Not enough	4	13.3%
X < 35	Very less	-	-
Amount		30	100%

Based on Table 3, it can be seen that 6.67% (2 students) are included in the very good category, 43.3% (13 students) are included in the good category, 36.7% (11 students) are included in the medium category, amounting to 13.3% (4 students) were included in the poor category. The greatest motor skills are in intervals 55 < X < 65, then the level of motor skills of class IV students is withinin the game *Ucing Bancakan* in the sprint test is good.

2. Agility Aspect

Agility aspects were measured using the shuttle run test (running in a figure eight). The percentage of students' motor categories in the agility aspect can be seen in Table 4.

Table 4 Percentage of students' motor categories in the Agility aspect (Shuttle Run)

Intervals	Category	Frequency	Percentsge
X > 65	Very Well	2	6.67%
55 < X < 65	Good	8	26.7%
45 < X < 55	Currently	7	23.3%
35 < X < 45	Not enough	12	40%
X < 35	Very less	1	3.3%
Amount		30	100%

Based on Table 4, it can be seen that 6.67% (2 students) are included in the very good category, 26.7% (8 students) are included in the good category, 23.3% (7 students) are included in the medium category, amounting to 40% (12

students) were in the poor category, 3.3% (1 student) were in the very poor category. The greatest motor skills are in intervals35 < X < 45, then the level of motor skills of class IV students is withinin the *Ucing Bancakan* game the shuttle run test is lacking.

3. Eye and Hand Coordination Aspects (Throwing)

Aspects of eye and hand coordination were measured using a throw test (20x throws). The percentage of students' motor categories in the eye and hand coordination aspect can be seen in Table 5.

Table 5 Percentage of students' motor categories in the eye and hand coordination aspect

Intervals	Category	Frequency	Percentsge
X > 65	Very Well	-	-
55 < X < 65	Good	14	46.6%
45 < X < 55	Currently	8	26.7%
35 < X < 45	Not enough	-	-
X < 35	Very less	8	26.7%
Amount		30	100%

Based on Table 5, it can be seen that 46.6% (14 students) are in the good category, 26.7% (8 students) are in the moderate category, 26.7% (8 students) are in the very poor category. The greatest motor skills are in intervals55 < X < 65, then the level of motor skills of class IV students is withinin *the Ucing Bancakan* game the eye and hand coordination test was good

Discussion

Based on the results of the research, it shows that the motor skills of class IV students in the traditional game *Ucing Bancakan* in the aspects of speed and eye and hand coordination, motor skills are highest in the interval55 < X < 65, then the level of motor skills of class IV students is withinin the *Ucing Bancakan* game the sprint and throw tests were good. This matter this is because traditional games are played quite optimally. All students are involved in playing traditional games, and most students are actively involved in playing the traditional game *Ucing Bancakan* so that students' gross motor skills develop optimally. Meanwhile, in the agility aspect, motor skills are mostly found in intervals35 < X < 45, then the level of motor skills of class IV students is withinin the *Ucing Bancakan* game the shuttle run test is lacking. In this case, sports subject teachers should make efforts to design learning to improve students' motor skills, so that it is beneficial for them to carry out various motor activities when they grow up. The learning method using the traditional game *Ucing Bancakan* is effective in developing gross motor skills with a speed (sprint) of 30 meters and eye and hand coordination with 20 throws except for the agility (shuttle run) of 4x10 meters.

Some students have different motor skills. Some students have aspects of speed and agility in the good category, while aspects of eye and hand coordination are in the poor category because students lack focus on throwing the ball at the coordination point. Some students have aspects of speed and agility in the poor category, while eye and hand coordination are in the good category because the students are overweight so these students have limited movement abilities, and leg muscle abilities are less than optimal due to lack of activity.

A person's motor skills depend on the amount of training experience they obtain. The same thing also happened to grade IV students from three schools in three different cities. Although skill attainment may vary from child to child, there are age guidelines for the skills a child needs to achieve by a certain age. The existence of these benchmarks is intended so that children who have not yet reached a certain skill level need to be trained in various skills to achieve optimal development (Ahmad, 2011) in (Hasanah, 2016). This is one aspect of motor skills and has a significant impact on test results which differ from one student to another. There are many things you can do to develop motor skills, including training strength, speed and agility by running, jumping and throwing. However, in the traditional game *Ucing Bancakan* only develops two aspects including: (1) speed; (2) eye and hand coordination, while not developing agility aspects.

Physical education learning activities in class to improve students' gross motor skills require learning models that are interesting and popular among students (Siswanto et al., 2022). Generally, learning in elementary schools focuses on aspects of physical development, or motor skills with an emphasis on gross motor skills. In fact, students' gross motor development still requires guidance from educators. Gross motor development is as important as other aspects of development because a student's inability to carry out physical activities can hinder the student's physical development. Traditional games play an important role in developing students' gross motor skills because they involve them in physical activities such as running, jumping, etc (Rianto & Yuliananingsih, 2021). The traditional games of *Bentengan* and *Lompat Tali* are popular games among elementary school children (Buahana & Suparno, 2022). The results of this research show that traditional games develop gross motor skills more effectively in the aspects of speed and hand-eye coordination. In line with previous research, traditional games can improve students' gross motor skills (Yuningsih & Wahyuni, 2021). The traditional *Paman Doli* game can help children develop gross motor skills(Humairah & Sitorus, 2023). Traditional games can be used as an alternative learning activity in PAUD, especially to improve the gross motor skills of young children, prepare them to enter further education and can be used to develop (Devrizal et al., 2019). The traditional games of *Bentengan* and *Lompat Tali* have a very significant and significant impact on the gross motor skills of grade 1 elementary school students (Maryati et al., 2023).

The results of the research revealed that the level of mastery of motor skills of class IV students in the traditional game *Ucing Bancakan* was quite good. This is in accordance with the background of this research. Therefore, the traditional game *Ucing Bancakan* can develop the motor skills of class IV students in the aspects of speed and hand-eye coordination.

CONCLUSION

Based on the objectives and results of research on the motor skills of the traditional game *Ucing Bancakan* for class IV students, it can be concluded that the results of motor skills are quite good. This is in accordance with the background of this research. Therefore, the traditional game *Ucing Bancakan* can develop the motor skills of class IV students in the aspects of speed and hand-eye coordination.

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