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The Influence of Traditional Games and Gender on Children's Motoric Physical Development

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Abstract

This research on traditional games discusses that are passed down from generation to generation, which has to disappear and is unknown to children today. Traditional games began to shift to playing patterns at home not to develop a child's physical motorbike. The purpose of this study is to renew traditional games and gender in children's physical motor development. The subject of this study consisted of 60 kindergarten children at Mutiara Bunda Kindergarten, fifty city district. The experimental research data method was obtained by using this pre-test-posttest experimental research observation and data collection techniques using 2x2 factorial design, using validity, reliability, normality test, 2-way ANOVA test. The results of this study regarding the motorists of the physical development of boys were higher with an average number of 78.9, 77,4women, overall women, a significant overall number of traditional games and gender in physical development in children of the mother-of-kindergarten pearls.

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INTRODUCTION

Early Childhood Education (ECD) is one of the priority programs of construction national level at the time of now of this either in the form of formal, non-formal, or informal. Early childhood education is a vehicle for fundamental education in providing basic consent to develop the basics of knowledge, attitudes, and skills in children so that children can grow with confidence and be strong in facing their lives (Mukminin & Cahyani, 2017). At the age of age, this is a very brilliant time to be given education and requires a lot of stimulation or stimulation to optimize their development. Early childhood education unit (PAUD) is one form of education that focuses on laying the foundation towards growth and development namely, moral and religious values (spiritual), physical (fine and gross motor coordination), cognitive (power of thought and power copyright), social-emotional (attitude and behavior as well as religion), and language in accordance with the uniqueness and developmental stages traversed by early childhood (Yeni Rachmawati, 2011: 1).

In line with the statement above (Wall, 2014), (Hasanah, 2016) states the main purpose of early childhood education is to support all areas of child development including social-emotional, physical, cognitive, and language development because in these early years developing and stimulating is very important because it is useful for building basic architecture and brain function and providing a basis for children's well-being and future learning. Research in the field of neurology shows that 50% of a child's intelligence is formed in the first four years of a child's life, after an eight-year-old child develops a child's brain development by 80% and when an 18-year-old's brain development reaches 100%, the child can do exercises physical motor through coordinated movements that are facilitated by a supportive environment for the provision of such stimulation (Purwandini & Kartasurya, 2013), (Selamet Suyanto, 2005: 6) in (Muawanah, 2012). Parents as an example is a principle that has been instilled in parents so that they become the main and first factor of communication in the learning process of children). Because of the early childhood program should be me to involve parents, community-based and formal preschool institutions. Both have a considerable influence on children's education is shown by a variety of supporting research findings (2019). Motor development, especially in early childhood, will be more optimal if the environment in which the child's growth and

development supports the child is given freedom in movement such as outdoor play activities can be the best choice because it can stimulate muscle development. According to (Kondilis, Wrotniak, Dorn, Jones, & Epstein, 2006)

Based on research results (Hastuti, 2009) in line with (Praditama, Nurhadi, & Budiarti, 2015) (Kristiawan & Rozalena, 2017) it is known that psychosocial stimulation received by children at home and in early childhood education (PAUD) has a positive impact on quality child development (motor development, cognitive, social emotion and moral / character) of the participant. According to the results of the study (Kondilis et al., 2006) Evidence shows that young children are currently less physically active and recommended, making them vulnerable to obesity and early chronic health problems in Greece for children aged 1-5 years are as high as 15-16%, while for Children aged 6-17 years maybe even higher (16-18%;).

Based on data obtained on 31 July 2018 in Lima Puluh Kota Regency. There are several problems that the authors encountered include: in daily activities the child is still lacking physical motorized activities carried out at school, the child has not been able to throw the ball properly and correctly, the child still needs help in opening and pairing shirt buttons, less able to regulate himself themselves, not knowing how to get along with male or female friends, often fighting with male or female friends, children look aggressive in solving problems.

Various problems regarding the physical development of motor and gender or gender experienced by children in fifty cities, require teachers to have a way to develop children's physical motor skills, one of the ways that can be done is by traditional games by adjusting to gender which is considered to be able to influence and develop children's physical motor skills. According to Danandjaja in Made Ayu Anggraeni 1, Yunus Karyanto2, (2018) traditional game is a form of children's play, which is circulated orally among certain collective members, has traditional forms and is passed down through generations, and has many variations of children. Based on the results of research (Ni Nyoman Seriati and Nur Hayati, 2015) about these traditional games actually, have a wealth of values that can develop various aspects of child development. The 57 traditional games identified above are grouped into 3, namely: 1) song play, 2) motion / physical play, and 3) motion and song play (motion accompanied by song). In research conducted by Iswinarti (2010) in (Nataliya, Psychology, & Malang, 2015) that

traditional games such as cricket and others can increase self-confidence, discipline, and cooperative attitude in children.

Based on observations and problems that occur above the authors feel this is very important to do research because Physical motor is one of the important aspects in early childhood development, even said as the first benchmark in seeing good growth and development in early childhood while the sex of a child greatly influences the physical development of the child.

From the phenomena that occur above, the writer will conduct a study entitled "The influence of traditional games and gender on the physical development of children's motor skills in the Pearl Kindergarten Mother of Lima Pulu Kota

METHODS

Based on the problem under study is "Effect of traditional games and sex against their rapidly developing physical motor skills of children in kindergarten Mother of Pearl" Then form this study using a quantitative approach (Sugiono, 2012: 109) On research the researchers tried to see and reveal the extent of influence traditional games and gender on the motor physical development of children by comparing the ability of children between the experimental class with the control class. In the design of this study, the experimental class was given treatment (X), while in the control class with the usual approach (Y), then in both classes the same test was carried out. "The experimental research method can be interpreted as a research method used to find the effect of certain treatments. to others under controlled conditions. " Design This experimental research uses Factorial Design 2x2. Research design by taking into account the possibility of a moderator variable that affects the treatment (independent variable) to the outcome (the dependent variable). (Sugiono 2011: 76) . Furthermore, according to (Emzir, 2014: 105) the term factorial refers to the fact that the design involves several factors. Each factor has two or more levels. Thus, 2x2 factorial design has two factors, each factor has two levels (levels). 2x2 is the simplest factorial design (Emzir, 2014: 105). Because this research has two factors and each factor has two levels, this research is called 2x2 factorial design research. 2x2 factorial design requires four groups (group) as described in the Table 1.

Table 1. Factorial Experiment Design

Method (A)	Traditional game	Untraditional play
Gender (B)	(A1)	(A2)
Male (B1)	A1B1	A2B1
female (B2)	A1B2	A2B2

Light:

A: The method used

B: Child development is developed

A1: Traditional game method

A2: Traditional methods

B1: Male

B2: Woman

The sampling technique used in this study is the purposive sampling technique. Roscoe in (Nanang, 2011: 7), As for the research subjects, 60 children in Mutiara Bunda Kindergarten were divided into 4 study groups, namely learning group B 1 = 15, B2 = 15, B3 = 15, A1 = 15 people who will be used as the experimental class and the group learned to ar B1 and B2 as many as 30 children who serve as classroom control is a child B3 as many as 15 people Data collection techniques used by researchers in this study are as follows: 1. The test is used to measure the level of motor physical development of the child's understanding of the child's traditional game and the sexes given. When before and after giving treatment in the form of traditional games; 2. Observation sheet. The researcher uses the observation technique to obtain the influence of the sex after conducting the observation according to the observation guidelines that the researcher has designed in the form of an observation sheet. Viewed from before and after a given treatment

Data analysis of the test results was carried out to determine the magnitude of the development of motor physical abilities in pearl Bunda Kindergarten at The statistical test used in this study is the average difference test with the following steps Making a hypothesis submission. Hypothesis testing is a proof of the hypothesis proposed using data that has been collected to find out the truth that is suspected in a hypothesis that is proven or not. Hypothesis research in is physical motor significant between experiment class with the control class. Furthermore, tested for normality, test homogenates, Reabelitas, and a 2-way ANOVA.

RESULTS AND DISCUSSION

Based on data from p there is generally, learning in kindergarten to aspects development physical or motor more focused on fine motor skills. Whereas gross motor skills are not given much attention. In the case of the development of gross motor skills in early childhood also need guidance from educators. Gross motor development is as important as aspects of other developments, due to lack of inability of children conducting physical self-concept it will cause negative on the child for the following no classification score motor physical development of children given the treatment of traditional games are as follows:

Table 2. Classification of Children’s Physical Development Scores Ages 5-6 Years

Score	Motor Physical Development Category
84-100	Very well developed
67-83	Grow according to expectations
50-66	Start to develop
33-49	Undeveloped
16-32	Very undeveloped

The data of this study consisted of three variables, namely the traditional game variable (X1), gender (X2), and physical motor (Y1). Based on the instrument lattice for the initial test given on April 15, 2019, to 30 children in grades B1 and B2 Kindergarten Mutiara Bunda, Lima Puluh Kota. To see the extent to which the child’s physical motor development is carried out an initial test by playing together at the schoolyard using traditional games, the teacher acts as a facilitator in the activities provided, so that a score and category of physical motor development of the child through a traditional game are obtained. Of the 9 indicators of motor physical development that will be improved consisting of 20 items with a maximum score of 1 00 and a minimum score of 16. For this the following results are obtained:

Table 3. Data acquisition results from the physical motor pre-test

Classification of physical motor pre-test scores for girls			
Category	Interval	Pre-Test	
		F	%
Very undeveloped	57-60	2	12.50%
Undeveloped	61-64	0	0.00%
Start to develop	65-68	6	37.50%

Grow according to expectations	69-72	4	25.00%
Very well developed	73-76	4	25.00%
TOTAL		16	100.00%

Based on the table above it can be understood that in the pre-test data of girls there are 2 children with a percentage of 12.50% whose motor physical development is in the very undeveloped category , 6 children with a percentage of 30.76% in the category of developing , 4 children with the percentage of 25.00% that the category developed according to expectations and there were 4 children with a percentage of 25.00% who was still in the very good developing category.

Table 4. Data acquisition results from the *Post-Test* Physical Score Classification of girls’ motor

Girls Post-Test Score Classification			
Category	Interval	Post-Test	
		f	%
Very undeveloped	67-70	3	18.75%
Undeveloped	71-74	1	6.25%
Start to develop	75-78	4	25.00%
Grow according to expectations	79-82	5	31.25%
Very well developed	83-86	3	18.75%
		16	100%

Based on the table above it can be understood that in the *Post-Test* data there are 3 children with a percentage of 18.75% whose motor physical development is in the very undeveloped category, 1 child with a percentage of 6.25% in the non-development category, 4 children with a percentage of 25,00% the category began to develop , and there were 5 children with a percentage of 31.25% the category developed according to expectations and 3 children with a percentage of 18.75% the category developed very well.

Table 5. Data acquisition results Classification Score *pre- Test* the physical motor of boys

Category	Interval	Pre-Test	
		f	%
Very undeveloped	53-58	3	21.43%
Undeveloped	59-64	2	14.29%
Start to develop	65-70	2	14.29%
Grow according to expectations	71-75	1	7.14%

Very well developed	76-80	6	42.86%
TOTAL		14	100.00%

Based on the above table it is understood that the data *pretest* boys there are three children with a percentage of 21.43% which physical motor skills are in the category of very underdeveloped, 2 children with a percentage of 14.29% in the category is not growing, two children with rates of 14.29% of the category began to develop and there was 1 child with a percentage of 7.14% who was still in the developing category according to the expectations of 6 children with a percentage of 42.86% the category developed very well.

Table 6. Data acquisition proceeds Classification Score *Post-Test* physical motor boys

Category	Interval	Post - Test	
		f	%
Very undeveloped	68-71	1	7.14%
Undeveloped	72-75	2	14.29%
Start to develop	76-79	1	7.14%
Grow according to expectations	80-83	8	57.14%
Very well developed	84-87	2	14.29%
TOTAL		14	100.00%

Based on the table above it can be understood that in the *post-test* data of boys there is 1 child with a percentage of 7.14% whose physical motor is in the very undeveloped category, 2 children with a percentage of 14.29% in the underdeveloped category, 1 child with a percentage of 7.14% the category began to develop and there were 8 children with a percentage of 57.14% who were still in the developing category according to the expectations of 2 children with a percentage of 14.29% the category developed very well.

The traditional game is a game that is hereditary in each region, which requires simple equipment and is obtainable, and can improve the physical development of motor children, and other developments. Examples of traditional games that are natural for the game include jumping rope, cranking, tops, baseball, rubber, hide and seek, and others.

Furthermore, sex (x2) to the physical motility of children (y1) in Mutiara Bunda, Lima Puluh Kota. gender is an aspect that influences

the social development of children, the term gender is intended as the behaviour and attitudes associated with men or women most children at least experience at least three stages of gender development. Gender or gender is permanent even though a person's age changes. At the age of 3 and 7 or even more, growing awareness about his gender and others arises when a girl realizes that she will grow as a woman and a boy realizes that he will grow up to be a man.

Based on the results of the above data acquisition, it can be concluded that the average value based on the type of game and gender is the average value of the traditional games of girls is 77.43 children and 78.92, while the average value of children who are not given a traditional game is girls 61,57 boys 64,00. This illustrates that the influence of physical motive development of children who are given a traditional game with no treatment, as well as a significant influence between the physical development of boys and girls in moral physical arousal. It is illustrated in the graph below:

Children who were relatively attituded less without stereotypes showed an increase in more traditional views two years later. In another study, children who watched non-traditional television series such as episodes where father and son cook collectively had lower stereoptic views than children who did not watch the series (Papalia, D 2014: 290)

Based on the opinion above, it can be explained that several factors affect the sex of the child including family, environment, culture, and peers. So this will greatly influence the future development of children.

Games and activities have an important role in gender development because it can be seen from the various games and activities that they do, children will be more likely to strengthen gender stereotypes (assessment) by choosing toys and activities that are related to their respective sexes. Therefore, as an educator, it is better to introduce children's gender as early as possible to explain playing is a process that uses games as a tool to make it easier to see a child's natural expressions that cannot be expressed verbally because games are a way to enter the child's world. suggest some basic concepts of play therapy, namely: (1) play is a way for children to understand the world of children; (2) the development aspect that is played is the way children find and explore their identities; (3) children can experiment with imaginative choices and avoid consequences like when in the real world; (4) games according to situations and conditions can be meaningful as physical activi-

ty or therapy. Thompson et al, (Sudirman, Silvia Mariah Handayani & Department, 2018) mentioned that the use of Play Therapy is done because play is a medium that children use to actualize themselves. The above is illustrated at the time of the study of children can distinguish which games are usually played by women which are toys that are usually played by boys, and illustrated that girls are more skilled in fine motor development while boys are more in motor skills. roughly and the child can play alone when the break takes place by inviting friends to play.

Physical growth and development is a matter related to the child's physical motor development because children have unique characteristics such as great curiosity and the desire to try, children can do physical motor exercises through coordinated movements that are facilitated by an environment that supports the provision of stimulation mentioned (Purwandini & Kartasurya, 2013). P Indonesia Economic motor, especially in early childhood would be optimal if the environment in which the child support child development given the freedom of movement such as outdoor play activities could be the best option because it can stimulate muscle growth. According to (Kondilis et al., 2006) If children do activities in the room, then maximizing the room can be used as a strategy to provide free space for children to run, jump, and move their entire body in unlimited ways. (Muawanah, 2012)

Therefore, the early childhood education that is organized must be able to cover all aspects of the child's growth and development in a pleasant atmosphere and be able to develop physical and motoric children in particular. That is because early childhood is in the golden period or often referred to as the golden age which is characterized by rapid changes in physical, cognitive, social, and emotional development.

Based on research results (Hastuti, 2009) in line with (Praditama et al., 2015) (Kristiawan & Rozalena, 2017) it is known that psychosocial stimulation received by children at home and in early childhood education (PAUD) has a positive impact on the quality of children's development (motor, cognitive, social-emotional and moral / character development) participants. For this reason, children's participation can be an alternative for parents (especially for families with working mothers) to be able to develop and develop children optimally

According to Danandjaja in Made Ayu Anggraeni 1, Yunus Karyanto2, (2018) traditional games are a form of children's play, which is circulated orally among certain collective mem-

bers, has traditional forms and has been passed down through generations, and has many variations. On the other hand, children's play patterns began to shift to the game patterns in the house. Some forms of games that are mostly done are watching television shows and games through games stations and computers. Games that are done inside the house are more individualized. These games do not develop a child's physical motor.

In research conducted by Iswinarti (2010) in (Nataliya et al., 2015) that traditional games such as the cricket have therapeutic values which include: (1) Early detection values in children who have problems, (2) Values for physical development good, (3) Value for good mental health, (4) Value of problem solving, (5) Social value. In addition to the traditional crank play, meow-meow traditional games can increase self-confidence, discipline, and cooperation in children.

Based on the results of this study illustrated that children who are given traditional gameplay have more physical motor development compared to those who are not given the game and the ability of boys is higher than girls because based on the observation of boys prefer playing games that use activities physically as illustrated in this below table.

Table 7. The Result of Child's Motor Physical Development After Constructing a Traditional Game.

Descriptive Statistics				
Dependent Variable: physical_motoric				
game_type	gender	The mean	Std. Deviation	N
traditional game	Girl	77.44	5,910	16
	man	78.93	4,305	14
	Total	78,13	5,191	30
traditional game	Girl	61.57	8,561	7
	man	64.00	7,251	8
	Total	62.87	7,698	15
Total	Girl	72.61	9,976	23
	man	73.50	9,112	22
Total		73.04	9,465	45

CONCLUSION

Based on research and analysis has been done on traditional games and sex of the physical development motor development of children 5-6 years old in kindergarten Mother of Pearl can be concluded that: The game traditionally effect on motoric physical developments of children in kin-

dergarten Mother of Pearl City District Fifty this successfully from the development of children who have started to like traditional games and have begun to play during recess at school by inviting friends, and it appears that children are more capable in training gross motor and fine motor skills such as being able to make repeated jumps quickly, can adjust balance and cooperate with friends, children can make lines / graffiti with wood on the ground. Gender influences the motor physical development of children after being given the traditional game treatment at Mutiara Bunda Kindergarten Lima Puluh Kota. This can be seen in carrying out physical activities of boys developing more gross motor skills compared to girls, seen in 77.43 boys 78, 92, while the average value of children who were not given a traditional game was 61.57 girls, 64.00 boys. Based on the above research it can be concluded that:

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