

# The Role of Traditional Games on Children's Ground Motor and Emotional Ability

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**Abstract.** The traditional game is one sport with many benefits for body health, psychics, and the surrounding environment, such as cultural values that must be preserved. Teaching traditional games to children is necessary to train their motor and social-emotional skills. The writing method starts from problem identification, literacy study, data analysis, building alternative problem solving, and conclusion. Characters who form through traditional games walk unconsciously, making children learn by themselves without coercion. That's why traditional games are necessarily returned to the main game for children so that children can be created strong characters and become the nation's generation with high integrity and sound characteristics. In conclusion, introducing traditional games to children is very important and can affect the growth and development of children through the motor and social-emotional conditions.

**Key words:** Traditional games, Sport, Emotional ability

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## INTRODUCTION

Early childhood education is a very important process in developing the potential of human resources, which is the main component of a country. (Tuti Andriani, 2011) Indonesia has the 3rd largest population in the world, so the number of human resources is also huge (Muklis, 2019). Suppose Indonesia's advantages with a relatively large population can be appropriately empowered. In that case, it can be one of the development efforts to improve the welfare of the Indonesian population, which can be started with early childhood education. Early childhood is an individual with various characteristics and is a golden period, namely when a child will experience a period of growth and development that is very influential for children in the future. The main role in early childhood development starts from the role of the family, which is very effective because, during this growth period, the child has not experienced a profound negative influence from internal and external forces and becomes a significant and essential initial influence—stage in the developmental process of a person's life. According to (Khadijah, Nasution, Maisarah, & Ritonga, 2022) have the power or capacity of intelligence very quickly, which is about 50-80% compared to adults. Therefore, it is necessary to have a stimulus through education relevant to the child's soul when occupying that age.

Many ways can be done to shape the character of the Indonesian nation, starting from early childhood, namely education. Education is the process of changing one's attitude for a particular purpose for the better. Developments that occur in early childhood or the first year are very important and can determine the quality of children in the future. Early childhood is more likely to like games when compared to studying or reading books. So early childhood education can be done through fun learning methods or while playing, so children can more readily accept learning with a happy heart. Play is an important character in a child's attitude. Entertaining interactions are important for teaching various aspects of their development (Mukhlis & Mbelo, 2019). There are multiple education systems in Indonesia that use different games to enhance creativity, motor skills, and so on. One of them is learning

to use traditional games.

Traditional games are part of Indonesian culture with cultural characteristics in a nation. So it needs to be applied to early childhood education for character building. Many learning methods are used to improve children's creativity and motoric development, one of which is traditional games that have been embedded in knowledge from generation to generation and have many functions and are cultural products that are concentrated for children to fantasize, have fun, and exercise. And practice agility. Traditional games are one of the sports activities because they have game rules and can provide enjoyment, excitement, and challenges. Many physical activities make the body healthy and fit. Traditional games are not just games in which cultural elements are firmly attached and must be preserved. Traditional games are Rarely seen because there may not be any Socialization from parents to children, and from teachers to students continue to disappear, adding to the presence of modern games, which are better known as games for children. A child who already has an individual will become more personal with this game does not teach cooperation or other positive things. Changes in children's games and the loss of national culture and tradition drive this research.

(Hasanah, 2016) Psychologists think traditional toys can shape children's gross and fine motor skills. One of the games that can form children's motor skills is dakon. Smooth motors are used more in this game. In this game, the player must hold the seeds intact while placing them one by one in the box with one hand. Traditional games are believed to have a better impact on the development of children's potential. If modern games prioritize individualization, traditional games provide more opportunities for children to socialize and work in groups.

## **METHODS**

In this research, the method used is the descriptive method. The approach used in this research is qualitative. The selection of qualitative research is based on the consideration that this study aims to describe a phenomenon concerning children's social skills and traditional games. The data is then explained for interpretation so that, in the end, a coaching program can be formulated to develop children's social skills through traditional games. According to (Kependidikan & NASIONAL, 2008) descriptive research describes a symptom, event, or event that is happening now and focuses on actual problems as they are at the time the research takes place. Researchers try to describe events and events that are the center of attention without giving treatment specific to the event. Qualitative research examines participant perspectives with interactive and flexible strategies. Qualitative research aims to understand social phenomena from the participant's point of view. The quantitative approach begins with a deductive thinking process to obtain hypotheses, then verify empirical data, test hypotheses based on empirical data, and draw conclusions based on the results of hypothesis testing.

This article is also an article with a literature review reference, which has the understanding that this research refers to several research results that have been published. The search for several journals used as literature material began in September 2022, and an analysis was carried out following the criteria for the topic of scientific writing. The subjects used in the study can be boys or girls included in the early childhood category. (Talango, 2020) Early childhood is a child aged 0-6 years. At that age, development occurs very rapidly. Research shows that about 40% of human development appears early.

## **RESULT AND DISCUSSION**

Early age is the period of most significant growth that occurs in a person. This is very influential on a person's development in the future. Therefore, early age is considered very important, termed the golden age. Everyone experiences an early age, but early childhood only occurs once in a phase of human life, so the role of early childhood education should not be wasted. Early age is the most appropriate time to stimulate individual development. To provide various development efforts, it is necessary to know about the developments that occur in early childhood. Knowledge of early childhood development will be an asset for adults to prepare various stimuli, approaches, strategies, methods, plans, media, or educational game tools, which are needed to help children develop in all aspects of their development according to the needs of children at an early age. Every stage of their age. Motoric development in children is a bodily activity that can automate, be quick, and accurate when moving. Motor skills are also grouped into two according to muscle size and related body parts, namely gross

motor and fine motor skills. Of the two types of motor skills, there are different components. In gross motor, there are large arms, legs, and trunk muscles, such as walking and jumping. Meanwhile, fine motor skills include small muscles throughout the body, such as touching and holding. Overall, the development of motor skills is a very important factor for personal development in children (Hasanah, 2016) Various types of gross motor and fine motor development occur in early childhood. The development that occurs is also very influential on the growth and development of children.

**Table 1.** Gross motor and fine motor development < 3 months – 12 months

No	Scope of Development	Developmental Achievement Level			
		Age< 3 months	3– < 6 months	6 – < 9 months	9 – <12 months
1.	Rough motoric	1. Reflex holding The thing that touching Palm.  2. Uphold current head  Turned upside down. 3. Prone. 4. Roll over to right and to Left. 1. Reflex holding	1. Reaching thing in front. 2. Prone With chest lifted and both hands sustain. 3. Sit with help. 1. Reaching	1. Throwing thing that held 2. Crawl to in all directions. 3. Sitting without help. 4. Stand up with help. 5. Clap your hands.	1. Pull things affordable. 2. Walk with Hold on. 3. Walking some step without Help. 4. Make the motion of kicking the ball. 1. Pull things
2	Fine Motor	1. Play finger and  Foot. 2. Hold thing with Five fingers.	1. Enter things into mouth. 2. Move toys from one hand to that hand other	Hold thing with thumb and index finger (pick up) 2. Squeezing	Scratching head. 2. Holding things small or thin (example: snippet fruit or biscuits). 3. Hit-hit or knock-knock Toy. Scratching

**Table 2.** Gross motor and fine motor development aged 12 months – <4 years

No	Scope of Development	Developmental Achievement Level			
		12 – < 18 Month	18 – < 24 Month	2 – < 3 Month	3 – < 4 year
1.	Rough motoric	1. Walk alone. Climbing up the stairs or place higher crawling. 3. Kick the ball forward. 4. Standing on one leg for one second.	1. Jump in place. 2. Go up the stairs or to a place by higher by holding on. 3. Walk back a few steps. 4. Attracting things that are not too heavy (small chair).	1. Walk on tiptoe. 2. Jump forward and backward with two feet. 3. Throw and catch the ball. 4. Dance to the rhythm. 5. Up and down stairs or a higher/lower places holding on.	1. Running while carrying something light (ball). 2. Go up and down stairs or the place higher with alternating legs. 3. Climb on a board that is wide enough. 4. Jump down from a height of approximately 20 cm (below the child's knee). 5. Imitate simple gymnastic movements such as imitating tree movements, rabbits jump)
2	Fine Motor	1. Holding stationery. 2. Make free doodles. 3. Assemble the tower with three blocks. 4. Hold the glass with two hands. 5. Spilling things out of containers and putting them back in	1. Holding vertical or horizontal free lines. 2. Putting objects into containers that are in accordance. 3. I was turning the pages of a book even though it was not perfect. 4. Tear off the paper.	1. Squeeze paper or cloth by moving n five fingers. 2. Fold the paper even though it is not neat/straight. 3. Cut paper without a pattern. 4. Finger coordination is good enough to hold flat objects such as toothbrushes, spoon	1. Pour water, sand, or grain into a container (bowl, bucket). 2. Putting small objects into bottle (sticks, pebbles, seeds) 3. Sprinkling the beads not too small with slightly stiff threads. 4. Cut the paper following a straight line pattern

**Table 3.** Gross motor and fine motor development aged four years - 6 years

No	Scope of Development	Developmental Achievement Level	
		Age 4 - <5 years old	Age 5 - 6 years old
1.	Rough motoric	1. Imitate the movement of animals, trees in the wind, airplanes, etc. 2. Make a hanging motion (hanging). 3. Perform coordinated jumping, jumping, and running movements 4. It is throwing something in a direction 5. Catching something right 6. Performing anticipatory movements 7. Kicking something purposefully 8. Using play equipment outside the classroom.	1. Perform coordinated body movements to train flexibility, balance, and agility. 2. Coordinate the movements of the foot-hand-head in imitating dance or gymnastics. 3. Do a physical game with the rules. 4. Skilled in using right and left hands. 5. Perform personal hygiene activities.
2	Fine Motor	1. Create vertical, horizontal, curved left/right, left/right diagonal lines, and circles. 2. Trace the shape. 3. Coordinate eyes and hands to perform complex movements. 4. Perform manipulative movements to produce a form using various media. 5. Express yourself by creating art using various media	1. Draw according to the idea. 2. Imitate shapes. 3. Exploration of various media and activities. 4. Use stationery properly. 5. Cut according to the pattern. 6. Paste the image correctly. 7. Express yourself through drawing movements in detail.

**Table 4.** Gross motor and fine motor development aged six years - 8 years

No	Scope of Development	Developmental Achievement Level	
		Age 6 - <8 Years	
1.	Rough motoric	1. Stand on one leg without falling, 2. Run straight without falling and zigzag/varied, for example, through obstacles, 3. Walk straight and varied 4. Jump from a height of 20 cm, 5. Throw and catch a small ball with a distance of 5- 10 meters, 6. Combine walking and running, 7. Combine walking, running, jumping, and throwing 8. Roll forward / roll. 9. Already able to ride a two-wheeled bicycle. 10. Can dance and follow the movements in rhythmic gymnastics.	
2	Fine Motor	1. Draw people with entire limbs, 2. Able to eat, drink and dress, 3. Make or write numbers, 4. Make diamonds, triangles, and rectangles, 5. Cut and cut perfectly, 6. Draw according to vision, 7. Imitating handwritten sentences.	

Many traditional games characterize Indonesian culture that can improve the quality of early childhood characteristics and contribute to social-emotional and motoric development. According to (Mukhlis & Mbelo, 2019) traditional games can develop children's emotional development. The first is the traditional game Meong – Meongan. In this game, there is a role to improve children's social development, namely self-confidence, by trying to raise his hand to be the first player who will play and try not to give up easily, the second role in this game is trying to solve problems with finding a way out using a strategy, the next part is that the child will learn to be sporty and responsible in this game. The second traditional game is the dragon snake game which has the role of training children's self-confidence, regulating self-control, developing the social spirit, and training children's level of focus because when the game starts, children must focus on listening and seeing how to do the game. And the third traditional game is the sack race which also plays a role in children's social emotions, namely, being responsible for themselves and the team, confidence in making decisions, being independent because they try with their abilities to release the sack in their body and train the child's level of focus. At the same time, traditional games can improve motor skills in early childhood, according to (Hasanah, 2016) namely, games of congklak, jumping rope, and marbles. From the game, congklak can develop various aspects that will be developed in children, including practicing fine motor skills. When holding and playing with congklak seeds, the most important role is the child's fine motor skills, namely the fingers. The second is in the jump rope game, which can develop gross motor skills in children. By playing jump rope, gross motor skills will be trained. Physically it will make children more skilled because learning how to jump, and techniques in this game requires great skill. Then it will grow into a child who is agile, agile, and dynamic. His muscles were solid and contained, strong, agile, and well-trained. Jumping rope can reduce obesity in children. And the third traditional game, marbles, (Sinaga, Nasriah, & Hidayati, 2020) In the traditional game of klereng, there are important benefits for early childhood, namely, being able to train children's fine motor skills and being able to teach children's body balance when moving marbles to their group friends..

After that, traditional games have various benefits and roles on motor skills in children's early childhood and social-emotional development. There are also benefits for child development (Hasanah, 2016) which is to teach children to be sporty by explaining that winning or losing is not the goal of a game but always upholds the value of sportsmanship. Train children's physical abilities, today's modern games are rarely exhausting. The game is now made more practical and straightforward, unlike traditional games such as fortification and jump rope which require a lot of movement. This game helps the child's motoric harmonize by coordinating with other body parts and increasing children's creativity, such as when developing game strategies to win or creating new games from easy-to-find materials. In traditional games, players are required to be more creative in making their own game rules. And traditional games help control children's emotions and practice patience so that they can train children's emotional intelligence.

## CONCLUSION

Traditional games have many benefits for children. In addition to not spending a lot of money to keep the body healthy, traditional games can also be used as sports because all games use different body movements. Traditional games are perfect for the physical and mental training of children. Indirectly, children will be stimulated by creativity, agility, leadership, intelligence, and breadth of insight through traditional games. Psychologists consider that traditional toys can shape children's motor skills, both gross and fine. The role of traditional games is very influential in early childhood development. Because early age is an important time in a person's growth period. Early age is the earlier period in the entire span of growth and development of human life. This period is marked by various important fundamental periods in the next child's life. One of the periods that characterize early childhood is the Golden Age, where at this time, all children's potential develops the fastest. One way to increase the possibility of children at an early age is to play. One game that can be used in early childhood is traditional games because traditional games contain many elements of benefits and preparation for children to live a social life. The role of traditional games in children's motoric is if the gross motor skills can be in the form of running, walking, jumping, throwing, and so on. In fine motor skills, manipulative movements produce various works, such as making shapes from plasticine, playing with playdough, and other manipulative activities. At the same time, the role of traditional games in children's social-emotional development is

to increase self-confidence, self-management, self-knowledge, social recognition, relationship-building skills, responsibility, and confidence in making decisions.

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