

The Traditional Game of Kuntulan Review from The Cognitive, Affective and Psychomotor Aspects in The Physical Education Learning

Widyastuti Widyastuti[✉], Harry Pramono, Rumini Rumini

Universitas Negeri Semarang, Indonesia

Article Info

History Articles
Received:
12 December 2021
Accepted:
15 January 2022
Published:
30 March 2022

Keywords:
Kuntulan Game,
cognitive, affective,
psychomotor, PJOK

Abstract

The background of this research is the return of the traditional kuntulan game that is played in PJOK learning at school. The application of this game is assessed through three aspects of assessment, namely cognitive, affective and psychomotor aspects. The objectives of this study are: (1) to analyze the role of cognitive aspects in traditional kuntulan games, (2) to analyze the role of affective aspects in traditional kuntulan games, (3) to analyze the role of psychomotor aspects in traditional kuntulan games in learning physical education. This study uses a qualitative descriptive design approach. The data sources of this research are Expert Lecturers, Physical Health Teachers and Students of SMPN 2 Warungasem. Data collection techniques using observation, interviews and documentation. Data analysis consists of 4 interacting components, namely, data collection, data reduction, data display and conclusion. The results of the cognitive aspect research have 4 indicators, namely history, development, form of the game, and the sequence of movements of the kuntulan game, the total score is 1733, the average is 72.21. Students who score more than 70 are 41 students and less than 70 are 7 students. There are 6 affective indicators in which the total score is 1970, the average is 82. Students who score more than 70 are 41 students and less than 70 are 7 students. Psychomotor there are 8 indicators that the total score is 1331, the average is 70. Students who get a score of more than 70 are 28 students and less than 70 are 20 students. The conclusion of the research on the cognitive aspects of students can master well. In the Affective Aspect, students can bring out the affective character well. On the psychomotor aspect of students in playing kuntulan games moderately.

[✉] Correspondence address:
Kampus Pascasarjana UNNES Jl. Kelud Utara 3, Gajahmungkur
Semarang
E-mail: widyaherypurwanto@gmail.com

INTRODUCTION

Sport is a form of physical activity carried out by many people, these activities are carried out based on the pleasure factor. The field of physical activity explores the relationship between psychology and pedagogy, as those could be the main aspects to investigate, but they could not be assumed for unique connections (D'Isanto, 2016). Forms of physical activity that are carried out formally are presented in physical education learning.

Physical education plays a critical role in educating the whole student (Sarma, 2017). Sports are described as athletics, gymnastics, games, martial arts, and aquatics, while non-sports are in the form of playing, modification of sports, and other physical activities. Physical education is crucial to the promotion of positive development in school-aged children (Lu & De Lisio, 2009). Through physical activity, it is hoped that educational goals that include cognitive, affective, physical, and psychomotor aspects can be realized. Learning media has an important role in learning activities because it facilitates the teachers to deliver the materials to the students in learning activities (Saputri, Rukayah, & Indriayu, 2018).

The development of cognitive abilities can be seen from what is done, which is driven by great curiosity in children (Ortega, Ruiz, & Sjöström, 2007). Cognitive will quickly develop by the limits of ability, the age of the children's personality begins to form and is sensitive to the actions of the people around them. Cognitive ability is a thinking process, namely the individual's ability to connect, assess and consider an event or events (Kusmiati & Sumarno, 2018).

The affective aspect is owned to interact with other people. Social skills are another ability that children master, because children will interact with other people (Prieto-ayuso, Pastor-videdo, González-víllora, & Fernández-río, 2020). The process of adjusting children's attitudes cannot be separated from their interactions with other people (Koh, Tan, Camiré, Paculdar, & Chua, 2022). The social aspect or called Prosocial Behavior includes

behaviours such as (1) Empathy (2) Generosity or (3) Cooperation (4) Assisting (Firmansyah, 2016).

The psychomotor aspect describes the behaviour of movements performed by the human body. Motor control is used in the fields of psychology, physiology, neurophysiology and sports. Motor development is in line with the maturity of the nerves and muscles of the child. The motor aspect is the movement of the body or body parts that is intentional, automatic, fast and accurate. This movement is a coordinated series of hundreds of complicated muscles. The higher the level of motor, social and skill aspects, the kuntulan game will be able to carry out the movement well. call it Sh Traditional games are forms of physical activity that are easy and inexpensive to do and provide a sense of joy or pleasure, traditional games also have various forms and variations, in practice, they provide physical responses in the form of involvement of elements of different dominant physical abilities (Seandi Taroreh & Haris Satria, 2020). The difference in the dominant physical response is a manifestation of diversity, so traditional games are used to train the physical required according to the desired goal (Ardiansyah & Hartati, 2014).

Traditional games are types of games that exist in a certain area based on the culture of that area (Irwan & Widodo, Sucipto, 2020). Traditional games are played in the area with the rules of traditional concepts in ancient times (Pangestuti & Raharjo, 2017). Traditional games, also known as folk games, are recreational activities that not only aim to entertain themselves but also as a tool to maintain relationships and social comfort (Evidence & Pramono, 2021).

Playing for children has important values and characteristics in the progress of the development of daily life, including traditional games (Desvarintyadi, Setyawati, & Pramono, 2012). Every region in Indonesia has traditional sports games, each region has more than one traditional sport (Anwar & Rahayu, 2015). There are more than 1000 traditional games that have been developed in Indonesia. Traditional games are the result of thought, creativity, and

trial and error, including the results of the culture of ancient ancestors (Hendrayuda, Rahayu, & Setyawati, 2019). In its development, traditional games are often used as types of games that have original regional characteristics and are adapted to local cultural traditions (Azmi, Pamor R, & Annas, 2013).

The spread of the kuntulan game starts from the tip of East Java to West Java with the characteristics of the game being almost the same as the shape and accompaniment but the name is different. In East Java Banyuwangi is called Caruk, in Sleman Yogyakarta solawat kuntulan in Central Java, on average, call it kuntulan, such as in Magelang district, Batang district, Pekalongan district, Pemalang district, Tegal district and Brebes district.

Kuntulan is grouped into traditional arts and games. It is called art because it contains many elements of art, from musical accompaniment to accompanying song lyrics and movement that contain elements of art. Kuntulan is also referred to as a traditional game because the kuntulan movement contains sports movements such as Pencak silat or martial arts, jumping, somersaults, kayaking, and so on.

Kuntulan comes from the word kun-tauw which is a type of martial art and also comes from the word kuntul which means a type of white swan, so from these two meanings the traditional game of kuntulan originally had two characteristics, namely: 1) disguises of self-defence movements, 2) The player's costume uses white (top/bottom) according to the colour of the egret.

The development of traditional kuntulan games must be supported by many parties, including the government, culturalists, kuntulan experts and the community. Stakeholder support can foster public interest, especially among children and adolescents who like and play traditional kuntulan games independently so that the development of traditional kuntulan games can be preserved in Batang Regency.

Based on initial observations, the researchers found that regeneration of kuntulan players in the younger generation is very difficult, especially among children and adolescents of student age. This is caused by

factors: students do not understand what the kuntulan game is, the motivation to participate in the activity is low, and after seeing the difficult movements of the kuntulan game, students are afraid to try and the risk of injury is high.

From the description above, the researcher concludes that the psychomotor, affective and skill aspects are basic skills that must be possessed by a kuntulan player. Through physical education learning these skills can be developed and improved because this greatly affects the level of success in carrying out traditional kuntulan games and this can help regenerate players in traditional kuntulan games.

METHOD

This Research Is Interpretative Using A Qualitative Approach, Qualitative Methods Allow Researchers To Approach The Data To Develop Analytical, Conceptual And Categorical Information Components From The Data Itself And Not The Conceptualized Technique.

The research design used is a qualitative descriptive-analytical approach. The design of this study is to plan the type of research analysis of traditional kuntunan games in terms of cognitive, affective and psychomotor aspects in Physical Education Learning. This research is qualitative research, where the researcher describes the traditional game of kuntunan in terms of cognitive, affective and psychomotor aspects in learning physical education.

The subjects in this study were traditional game expert lecturers, PJOK teachers and seventh-grade students of SMP N 2 Warungasem. The data are taken from the elements of the movement of the traditional Kuntulan game, the attitude of characters that appear in the Kuntulan traditional game, as well as the history and development of the Kuntulan traditional game. The research subjects included 1 lecturer who was an expert on traditional games, 3 PJOK teachers and 48 seventh grade students of SMP N 2 Warungasem.

The time for the research to be carried out by researchers on Monday, September 6 2021 at

13.00 WIB with a Traditional Game Sports Expert Lecturer, Saturday, September 11 2021 at 13.00 WIB Teacher PJOK, Monday, September 13 2021 at 13.00 WIB with Teacher PJOK, Thursday, September 16, 2021, 13.00 WIB with PJOK teachers and Thursday, September 16, 2021, at 15.00 WIB with students of SMP N 2 Warungasem.

The place of research is SMP N 2 Warungasem. Site selection is based on rational considerations and practical considerations. The rational and practical consideration is that the researcher is a PJOK teacher at SMP N 2 Warungasem so it is easier to research properly, this will further facilitate the implementation of the research.

Table 1. Research Data and Sources

Data Sources	
Person	Lecturer PJOK Teacher Student
Place	Kalipancur village SMPN 2 Warungasem
Paper	Dokument Interview result Student name list

As mentioned by Suharsimi Arikunto (2006:149) research instruments are tools or facilities used by researchers in collecting data so that their work is easier and the results are better, in this sense it is easier to process.

Table 2. Data Collection

Aspect Evaluation	Indicators	Data Source
Cognitive Aspect	History Kuntulan Development Game form Movement order	
Affective Aspect	- Hard Work - Discipline - Communicative - Self-confident - Responsibility - Brave	Lecturer PJOK Teacher Student

Psychomot or Aspect	Pencak movent Dear Stand on belly friends Standing on the palms Standing on of the feet - Dear Double - Salto - Standing in a row
---------------------	--

The data analysis technique used in this study is based on the analytical model interactive data developed by (Miles, M. B., Humberman, A.M., & Sldana, 2014) data analysis consists of 4 interacting components, namely, Data Collection, Data reduction, Data Display and Conclusion. The four components are a continuous cycle.

RESULTS AND DISCUSSION

The purpose of this study is to describe the traditional game of kuntunan in terms of cognitive, affective and psychomotor aspects of learning Physical Education and Sports Health (PJOK).

Analysis of the Kuntulan Traditional Game from a Cognitive Aspect

All students can fill in the indicators of cognitive aspects in the traditional game of kuntunan in PJOK learning which can be described as follows:

a) Basic competencies in cognitive aspects are translated into 4 (four) indicators, namely: (a) History or origins of traditional kuntunan games; (b) Development of traditional kuntunan games; (c) Forms of traditional kuntunan games; and (d) The sequence of movements for the traditional Kuntulan game.

b) The results of the study of these basic competencies can be seen from the following explanation: the total score is 1733, the average is 72.21 and the score is 3466 with a percentage of 85% in all groups of students. Students who score more than 70 are 41 students and less than 70 are 7 students.

Table 3. Cognitive Aspect

Description	Total Score	Total Value
Average	36.1	72.21
Value >70	41	85
Value <70	7	15
Total	1733	3466

Analysis of the Kuntulan Traditional Game from the Affective Aspect

All students can complete the indicators of cognitive, affective and psychomotor aspects in the traditional game of kuntunlan in PJOK learning which can be described as follows:

a) Basic competence in the Affective aspect is translated into 6 (six) indicators, namely: (a) Cooperation; (b) Discipline; (c) Communicative; (d) Confidence; (e) Responsibility and (f) Courage.

b) The results of the study of these basic competencies can be seen from the following explanation: the total score is 1970, the average is 82 and the score is 3940 with a percentage of 85% of the entire group of students. Students who get a score of more than 70 are 41 students and less than 70 are 7 students.

Table 4. Affective Aspect

Description	Total Score	Total Value
Average	41	82
Value >70	41	85
Value <70	7	15
Total	1970	3940

The results of the basic competence of affective aspects can be seen that students who get scores above 70 are 85%, and below 70 are 15%, so it can be concluded that students are able to master the affective aspects with 6 well-defined indicators.

The affective aspect is very important to be assessed because it is very influential on the daily behavior of students, the affective aspect is no less important than the psychomotor and cognitive aspects. Because the affective aspect can train the mental attitude of personality and noble character so that in practice in society students can apply a polite and positive attitude

in taking any action (Mulyaarja & Hastuti, 2015).

Analysis of Kuntulan Traditional Game in terms of Psychomotor Aspects

All students can complete the indicators of cognitive, affective and psychomotor aspects in the traditional game of kuntunlan in PJOK learning which can be described as follows:

a) Basic competence in the affective aspect is translated into 8 (eight) indicators, namely: (a) Dance or Pencak movements; (b) Kaya; (c) Standing on a friend who is in heaven, standing on the hands, and standing at the feet of friends; (d) Double or rotating swing; (e) Handspring; (f) Fault and double flip and (g) Standing in a row.

b) The results of the study of these basic competencies can be seen from the exposure as follows: the total score is 1331, the average is 70 and the score is 3328 with a percentage of 58% of the entire group of students. Students who score more than 70 are 28 students and less than 70 are 20 students.

Table 5. Psychomotor Aspects

Description	Total Score	Total Value
Average	27	70
Value >70	30	63
Value <70	18	37
Total	1305	3263

The results of the basic competencies of psychomotor aspects can be seen that students who get scores above 70 are 63%, and below 70 are 37%, so it can be concluded that half of the number of students who are able to master the psychomotor aspect with 8 indicators described.

Motion (motor) is a general term for various forms of human movement behavior. While psychomotor is specifically used in the domain of human development including human movement. Psychomotor abilities involve adaptive movement or trained movements and continuous communication skills (non-discursive communication).

So the scope of motion (motor) is wider than psychomotor. Although it is generally a synonym in motor terms. Because psychomotor actually refers to movements called transfer of

electrical vibrations from large muscle centers. So that in the psychomotor realm, it is indeed the result of movements that are deliberately given systematically (Mulyaarja & Hastuti, 2015).

CONCLUSION

The conclusion of the traditional kuntulan game in terms of cognitive aspects as much as 85% of students are able to master the material with 4 indicators, namely 1) history, 2) development 3) games, game forms 4) the sequence of movements that have been described. There are 6 affective aspects, namely 1) cooperation 2) discipline 3) communicative 4) confident 5) responsibility 6) courageous, 85% of students are able to master the material well and get a score above 70. Psychomotor aspects are 8 indicators, namely 1) pencak movement 2) kayaking 3) standing on a friend 4) standing on a friend's hand 5) double kayaking 6) handspring 7) somersault 8) standing in a row, only 63% of the total students were able to score above 70, 37% total students are not able to get a score above 70. This indicates that the psychomotor aspects in the traditional game of kuntulan students have not mastered well.

REFERENCES

- Anwar, A. C., & Rahayu, S. (2015). Pengaruh Olahraga Tradisional Wok Dhor Terhadap Kesegaran Jasmani Santriwan Usia 13-15 Tahun Di Pondok Pesantren Roudlatut Thalibin Rembang. *Journal of Sport Sciences and Fitness*, 6(1), 23–28.
- Ardiansyah, F., & Hartati, S. C. Y. (2014). Pengaruh Permainan Tradisional Terhadap Efektivitas Pembelajaran Pendidikan Jasmani, Olahraga dan Kesehatan. *Pendidikan Olahraga Dan Kesehatan*, 2(3), 671–674.
- Azmi, U., Pamor R, H., & Annas, M. (2013). Model Permainan Sepakbola Kelereng. *Journal of Physical Education, Sport, Health and Recreations*, 4(7), 1920–1925.
- Bukti, J., & Pramono, H. (2021). Efektivitas Media Pembelajaran Permainan Tradisional Gobak Sodor untuk Meningkatkan Motorik Kasar Siswa Tunagrahita Ringan di SLB. *Indonesian Journal for Physical Education and Sport*, 2(2), 439–446.
- D'Isanto, T. (2016). Pedagogical value of the body and physical activity in childhood. *Sport Science*, 9(2), 13–18.
- Desvarintyadi, R., Setyawati, H., & Pramono, H. (2012). Model Pembelajaran Permainan Sudamanda dengan Pemanfaatan Lingkungan Persawahan. *Journal of Physical Education, Sport, Health and Recreations*, 1(4), 194–199.
- Firmansyah. (2016). Penerapan Teori Pembelajaran Kognitif dalam Pembelajaran Pendidikan Jasmani dan Kesehatan. *Jurnal Pendidikan*, 5(2), 154–164.
- Hendrayuda, V., Rahayu, T., & Setyawati, H. (2019). The Development of Aquatic Learning Model in Elementary School Through Traditional Game Lit-litan. *Journal of Physical Education and Sports*, 8(1), 33–38.
- Hidayat, R., Rudiansyah, E., & Suyatmin. (2019). Penerapan Model Pembelajaran Berbasis Permainan Tradisional Sondah Untuk Meningkatkan Aktivitas Gerak Lompat Jangkit. *Jurnal Pendidikan Jasmani Kesehatan Dan Rekreasi*, 6, 21–26.
- Irwan, M., & Widodo, Sucipto, A. (2020). Keterlaksanaan Permainan Sederhana dan Tradisional dalam Pembelajaran Penjasorkes. *Indonesian Journal for Physical Education and Sport*, 1(2), 315–322.
- Juniarta, A. T. (2016). Mengkaji Penerapan Kognitif dalam Tuntutan Psikomotorik Pada Pembelajaran Pendidikan Jasmani. *Prosiding Seminar Nasional Peran Pendidikan Jasmani Dalam Menyangga Interdisipliner Ilmu Keolahragaan*, (2013), 228–239.
- Koh, K. T., Tan, L. Q. W., Camiré, M., Paculdar, M. A. A., & Chua, W. G. A. (2022). Teachers' and students' perceptions of factors influencing the adoption of information and communications technology in physical education in Singapore schools. *European Physical Education Review*, 28(1), 100–119.
- Kusmiati, A. M., & Sumarno, G. (2018). Pengaruh Permainan Tradisional terhadap Kemampuan Perseptual Motorik Anak di SDN Margawatu II Garut Kota. *TEGAR: Journal of Teaching Physical Education in Elementary School*, 1(2), 17.
- Lu, C., & De Lisio, A. (2009). Specifics for Generalists: Teaching Elementary Physical Education. *International Electronic Journal of Elementary Education*, 1(3), 170–187.

- Miles, M. B., humberman, A.M., & Sldana, J. (2014). *Qualitative Data Analysis*. Arizona: State University.
- Mulyaarja, & Hastuti, T. A. (2015). Peningkatkan Keaktifan Aspek Afektif Siswa Dalam Gamping Sleman. *Jurnal Pendidikan Jasmani Indonesia*, 11(November), 111–117.
- Ortega, F. B., Ruiz, J. R., & Sjöström, M. (2007). Physical activity, overweight and central adiposity in Swedish children and adolescents: The European youth heart study. *International Journal of Behavioral Nutrition and Physical Activity*, 4, 1–12.
- Pangestuti, W., & Raharjo, A. (2017). Survei Motivasi Mengikuti Pembelajaran Pendidikan Jasmani Aktivitas Permainan Tradisional (Tunagrahita). *Journal of Physical Education, Sport, Health and Recreations*, 4(7), 1920–1925.
- Prieto-ayuso, A., Pastor-videdo, J. C., González-villora, S., & Fernández-río, J. (2020). Are physical education lessons suitable for sport talent identification? A systematic review of the literature. *International Journal of Environmental Research and Public Health*, 17(6).
- Saputri, D. Y., Rukayah, & Indriayu, M. (2018). Need Assessment of Interactive Multimedia Based on Game in Elementary School: A Challenge into Learning in 21st Century. *International Journal of Educational Research Review*, 3(3), 1–8.
- Sarma, A. Sen. (2017). A critical review on benefits of different physical education programs in school. *International Journal of Physical Education, Sport and Health*, 4(2), 86–88.
- Seandi Taroreh, B., & Haris Satria, M. (2020). Implementasi Permainan Cba Pada Pembelajaran Atletik Sebagai Solusi Alternatif Melestarikan Permainan Tradisional Di Sumatera Selatan. *Curere*, 4(1).