

**IMPROVING THE BALANCE MOVEMENT OF LOWER-GRADE
STUDENTS THROUGH THE MODIFICATION OF ENKLEK
TRADITIONAL GAMES**

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Article Info	Abstract
<p>History: Submitted January 31th, 2020</p> <p>Revised February 8th, 2020</p> <p>Accepted March 5th, 2020</p>	<p>This research aims to improve the balancing movement of lower-grade students through the modification of traditional games called engklek in SDN Delingseng, Cilegon City, Banten Province. The object of the research was 32 students of grade 1 students at SDN Delingseng. This research is an action research consisting of two cycles. Modification of the engklek game is made by modifying the rules, the field, and the game that in accordance with the stages of children's motion learning and used in accordance with existing communities in the Cilegon city itself. The instrument of this research is a test to measure static balancing namely standing stork test that is adjusted to the age criteria for grade 1 students (6-8 years). The results showed an improvement in the first and second cycles of both male and female students with the percentage of male students, 2 students in the poor category (11.11%), 5 students in the moderate category (27.78%) and 11 students in the good category (61.11 %). While the female students obtained the result of 2 students in the poor category (14.29%), 4 students in the moderate category (28.57%) and 8 students in the good category (57.14%). Based on the results of the research showed that the application of the engklek traditional game modifications can improve the balance movement in the low-grade students.</p> <p>Keyword: Balance; Engklek Game; Traditional Games</p>

A. Introduction

Physical Education, Sport and Health is a medium to encourage physical growth and development, psychological development, motor skills, knowledge and reasoning, appreciation of values (mental-emotional-sportsmanship-spiritual-social attitudes). Moreover, Physical Education which is commonly called PJOK is one of the compulsory subjects in schools, including in elementary schools, because physical education is included in the education curriculum.

Individual development is an integration of several processes, namely biological, cognitive, and socio-emotional (Umi, 2017). According to Regulation of the Minister of Education and Culture No. 44 of 2019 Students in grade 1 elementary school range from the age of 7 years who need full attention until they grow up later. Added by Labib (2015) elementary school children have their own uniqueness and physical, linguistic, intellectual, emotional development that develops holistically and interrelated. If one problem is not resolved immediately it will have an impact on the other development.

As we know, elementary school children are still vulnerable to the balance in their bodies, this is where the role to teach body balancing because children are often doing physical activities, like walking, running and jumping. No wonder if children are often falling and causing injury to their bodies when doing physical activities.

According to Eko (2015) balance is a person's ability to maintain body center projections on a supporting foundation both when standing, sitting, transit and walking (Winter, 1995 in Howe, et al. 2008). According to Ayu (2015) balance is the ability to maintain body balance when placed in various positions. Balance is needed to maintain position and stability when moving from one position to another (Lee & Scudds, 2003). Balance is the ability of a person to maintain a balanced projection of the body in various positions.

Balance is one of the most important biomotorik for children. According to Wiwik (2014) body balance is a very vital function for humans as well as the five senses. For children, the balance of the body they

Ali & Aqobah

have will help them to be able to do daily activities especially those that related to the visual system or vision, such as seeing objects, estimating space, and placing themselves correctly in a condition.

According to Dhias (2012) balance have an important role in motion performance in sports as well as in daily life. Balance has a variety of factors that are very important, so the balance factor here plays a very big role in children in doing activities because balance is one of the most important parts of human life in doing sports activities.

A person's balance becomes important in the sports world, if a person's balance is not good it will affect their daily activities, for example walking, jumping, running will be difficult. This will be a problem for a child when their balance is not so good, so they will often fall. Balance has benefits namely, it will facilitate the performance of motion in doing daily physical activities so when this balance is good it will also be good movement in doing its motion performance (Dhias, 2012).

According to Wahyu (2014) Balance training is a special exercise
JPSD Vol. 6 No. 1, Maret 2020
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aimed at helping to improve the lower limb muscle strength and to improve the vestibular system or body balance. In balance exercises, besides strengthening the lower muscles used as a support, also must consider three factors that affect balance, namely the center of gravity of the body, the height of the body's center point on the fulcrum plane and the area of the fulcrum.

Basically the children's' world is a play world, including motor skills learning, will be more fun if they did while playing without being realized, the strength of the muscles to balance their body automatically trained so that children can do activities well.

In this case, it needed the learning materials that are in accordance with the characteristics of these children, so that children will always be happy and always active in motion. Even though they have to keep learning, the learning process can be done by learning while playing. Douglas and Jhon (2007) argues that playing games are now becoming increasingly popular and when children begin to approach social systems on a large scale and also in the outdoors, children will combine play and learning in fundamental ways and

Ali & Aqobah

players have become very involved in practice and culture interactive of playing, collaboration, and learning. Characteristics of playing revealed by Hughes (2010: 4) the value of essence in playing are: (1) play is the intrinsic motivation of each individual, (2) the game is freely chosen by the players, (3) playing must be fun.

Every child must be taught basic movements to move onto places (locomotor), basic movements in places (non-locomotor) and movements that involve the act of controlling an object using hands and feet (manipulative) so each of them can do their activities well because these movements are fundamental movements that will continue to be used in everyday life, like children aged 6-12 years, the average child at that age has started to be able to walk and run but not as agile as teenagers and adults.

Children will look active in their activities because they can master the balance in their bodies. Parents and teachers have a role to introduce traditional games that are good for children's development. Games for children must be suitable, so children will easily understand how to play

JPSD Vol. 6 No. 1, Maret 2020
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traditional games and increase the child's motion experience.

Hakimeh Akbari and friends (2009:124) traditional game is a game that has historical value; this game fits the culture of an area. Traditional games have human values and cultural values of local wisdom that exist in certain regions, which have been passed down for generations. According to Putri (2017) the value of local wisdom needs to be instilled on children since elementary school age, then Encep (2017) added that local wisdom's value needs to be preserved as an initial foundation in shaping the elementary school students' characters.

Traditional game used to improve children's balance is engklek game (in Javanese). According to Wiranti (2018) with engklek game, children feel easy to do gross motor movements, feel happy in learning, feel happy to play in groups, and want to do engklek game again, it means that traditional games especially engklek gets a positive response from children.

According to Montolalu (2005), engklek game is a traditional game by jumping on a flat area drawn on the ground, by making a square picture then

Ali & Aqobah

jump with one foot from one square to the next square. Engklek game is usually played by children and played in a large yard. However, before we start this game we have to draw a square in the game field.

In Bengkulu, engklek traditional game called as Lompek Kodok which means leapfrog (Depdikbud). Wardani mentions (2010) Engklek traditional game known as somdah. How to play engklek is quite simple, is by jumping using one foot in each square that has been drawn on the ground. To be able to play, every child must have a kreweng or gacuk that usually in the form of tile shards, ceramic tiles or flat stones. Kreweng or gacuk are thrown to one of the plots drawn on the ground, the plots with gacuk should not be stepped on or occupied by every player, so players must jump to the next plot using one foot surround the existing plot. When throwing it, it should not exceed the square provided, if it exceeds then it will be disqualified and replaced with the next player. The player who completes one round first throws gacuk by turning the back away from engklek, if it fits in the desired plot then the plot will become its "field", which means that in

JPSD Vol. 6 No. 1, Maret 2020
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that plot the player who concerned can step on the plot with two feet, while other players may not step on that plot during the game.

The player who has the most "fields" is the winner. This game is very exciting because usually the most frequent mistakes made are when we throw gacuk but it doesn't fit in the box or misses from its place.

The benefits gained from this engklek game are:

- a. Improving physical, because engklek game requires children to jump.
 - b. Improve the socialize ability, because children mingle with their friends.
 - c. Children can obey the game rules that agreed on together. Anak dapat mentaati aturan permainan yang telah disepakati bersama.
 - d. Develop the children's kinesthetic intelligence, engklek game trains children to count and determine the steps that must be passed.
 - e. Children become more creative. Traditional games are usually made directly by the players. They use items, objects, or plants that are around the players. This
- Ali & Aqobah

encourages them to be more creative in creating game tools.

- f. Train the children's motor skills and concentration, because in this game the child has to throw gacuk/kreweng. According to Komang (2016) engklek traditional game has a positive

effect on the children's motor ability and improve children's gross motor skills after applying engklek traditional game by 24.71%.

- g. Help the children's cognitive development (Dwi, 2018).

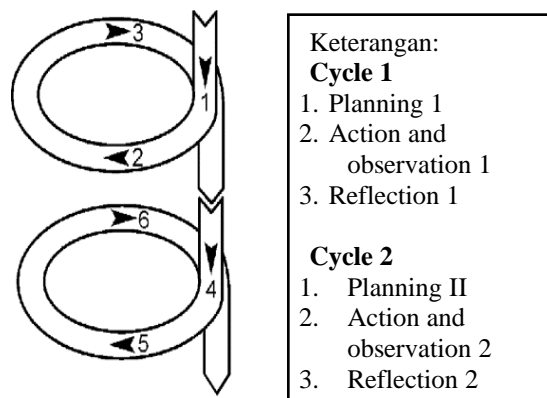
B. Research Methodology

This research is a classroom action research. Suharsimi Arikunto, et al., (2009: 3) said that CAR is a process of learning activities in the form of an action, which is deliberately held and occurs in a class together.

The research model is a procedure that describes how the research will be conducted. This research uses Classroom Action Research (CAR). According to Wardhani IGAK (2016) and Endah Norhayati (2017) define action research as "systematic inquiry" conducted by teachers, principals or school counselors (Wahyu, 2018).

This research used the Kemmis and Mc Taggart models that quoted by Pardjono, (2007: 22). The Kemmis and Taggart model consists of two cycles, each cycle in this model uses 4 components of action namely planning, JPSD Vol. 6 No. 1, Maret 2020
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action, observing, and reflecting in an interrelated spiral, as shown in the following picture:



Picture 1. CAR design from Kemmis & Mc Taggart

This research was conducted at Delingseng Elementary School in Citangkil sub-district in November 2019 in the grade 1. The subjects in this research were grade 1 students at SDN Delinseng, Cilegon City, Banten with a total of 32 students, with details of 18 male and 14 female students. In this

Ali & Aqobah

study, researchers were assisted by sports teachers.

In this research, the instrument used was a Standing Stork Test. How to do a Standing Stork Test are (1) The subject is standing on the left foot, (2) both hands on the hips, (3) both eyes closed, (4) place the right foot on inside of the left knee. After that, maintain that posture as long as possible. Points

calculated are the time achieved in maintaining the above posture without moving.

Table 1. Norms of Standing Stork Test results (Shark & Faskil, 2006)

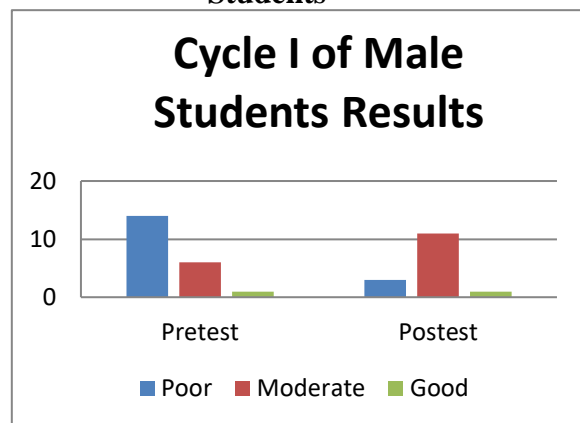
Age	Under 10		10 – 15	
	Male	Female	Male	Female
Low	15	10	25	15
Average	30	20	40	30
High	45	35	55	45

C. Research Result and Discussion

Cycle I.

In the first cycle, an initial test (pretest) was conducted on 14 male students with poor category (77.78%), 3 students in the moderate category (16.67%) and 1 in the good category (5.55%). After given the treatment, namely playing engklek at the sports lessons and between the break time, there is an increase in the balance in male students with the results of 6 students in the poor category (35.56%), 11 students in the moderate category (61.11%) and 1 person was categorized as good (33.33%). The following diagram shows the results of the cycle I:

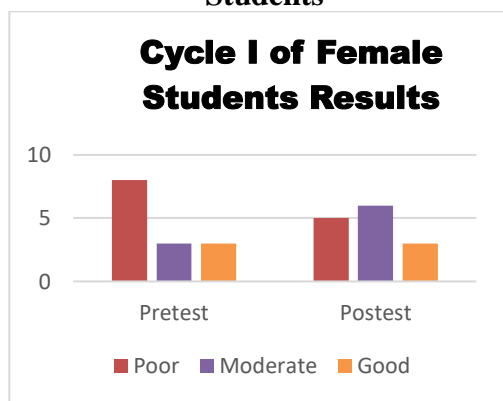
Table 2. Cycle I Results of Male Students



Whereas in the first cycle, an initial test (pretest) was performed on 8 female students with poor category (57.14%), 3 in the moderate category (21.43%) and 3 in the good category (21.43%). After given the treatment, namely playing engklek at the sports lessons and between the break time, there is an increase in the balance in female

students with the results of 5 students in the poor category (35.71%), 6 students in the moderate category (43.86%) and 3 students in the good category (21.43%). The following diagram shows the results of the cycle I:

Table 3. Cycle I Results of Female Students



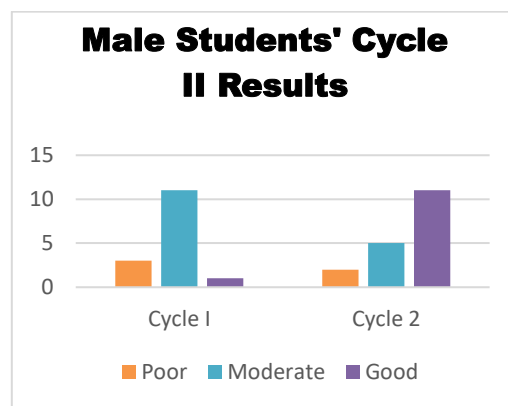
Cycle II

In the second cycle, the initial test (pretest) was conducted which was the result of the posttest of the first cycle. After given the treatment, namely playing engklek at the sports lessons and between the break time, there is an increase in the balance in female students with the results of 2 students in poor category (11.11%), medium category consists of 5 students (27.78%) and 11 people in the good category (61.11%). The following diagram shows the results of the second cycle:

Table 4. Male Students' Cycle II

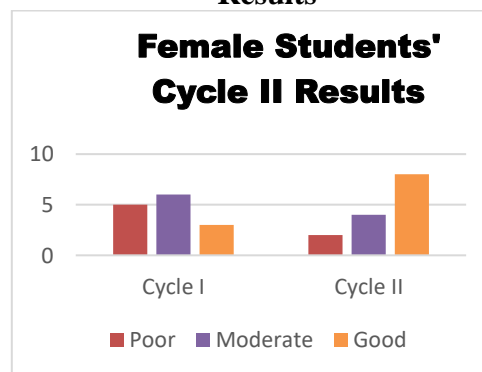
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Results



While in the second cycle the initial test (pretest) was conducted which was the result of the posttest of the first cycle. After given the treatment, namely playing engklek at the sports lessons and between the break time, there is an increase in the balance in female students with the results of 2 students in poor category (14.29%), medium category consists of 4 students (28.57%) and 8 students in the good category (57.14%). The following is a diagram of the cycle II results:

Table 5. Female Students' Cycle II Results



Ali & Aqobah

According to the results of research conducted by Dhias (2012) children aged 7 years are in a passable level of static balance, in terms of research charts and field results, a child will improve his level of balance through traditional game.

Based on data collection and observations that have been made, the balance movement of elementary school children in the lower classes will increase if they do various kinds of activities related to balance, and strengthened by research conducted by Hilal (2018) by making a model of balance training in elementary school to improve children's balance. In this research, the model was made based on traditional games to preserve the characteristics of Indonesian culture, namely the engklek game.

The traditional game of engklek that has been handed down from generation to generation is not only a medium to shape the children's characters but also very influential to improve children's fitness, namely in the aspect of static balance and body strength. Seen from the results of research that has been done, playing engklek can improve balance for elementary school children in the lower classes. This game emphasizes that the child can lift his body with one foot, then jump and land on one foot, of course, this game will really help children in training their balance, it is expected that the feet used as the footstool are not only the right foot but also the left foot so that the right and left foot skills will be balanced.

D. Conclusion

Based on the results of the research, obtained the results of a balance test using standing stork test on the pretest after being given the action in the form of a balance-based game as the modification of the game of engklek in cycles I and II and posttest was done in each cycle which increased the level of

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balance of children. From the explanation above, can be concluded that there is an increase in the balance movement after given the engklek traditional game treatment on the application of balance games.

Engklek is a game that can be done easily without needing a large field/area,

Ali & Aqobah

this game is usually played everywhere, including in elementary school. This game can improve the components of children's fitness, especially strength and balance.

Besides that, in the traditional game of engklek, there are values that are implicitly taught to students such as: 1)

waiting in line for their turn, 2) respecting friends and opponents, 3) accepting losing, because all traditional games originate from certain regions and traditionally are inherited from ancestors carried out by adhering to the rules and norms of habit customs.

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Ali & Aqobah

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