Muh Arya Aditya

(1) THE EFFECT OF TRADITIONAL GAMES ON STUDENTS' MOTORIKSKILLS AT SDN 16 SAMPODDO

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THE EFFECT OF TRADITIONAL GAMES ON STUDENTS' MOTORIKSKILLS AT SDN 16 SAMPODDO

Muh. Arya aditya [1)],A. Heri Riswanto[2)], dan Rachmat Hidayat[3)],

Program Studi Pendidikan jasmani, Universitas Muhammadiyah Palopo
[1)]muhammadaryajhi@gmail.com, [2)]andiheririswanto@umpalopo.ac.id@gmail.com,
[3)]rachmathidayat@umpalopo.ac.id@gmail.com
No. Wa. Koresponden: 085342765874

ABSTRAK

The purpose of this study was to determine how the traditional game “hadangan” influences the development of students’ fundamental motorikskills at SDN 16 Sampoddo. Children’s physical development is greatly supported by fundamental motorikskills, particularly in terms of balance, speed, and agility. This study employed an experimental method using a One-Group Pretest-Posttest Design. The study sample consisted of 32 students from SDN 16 Sampoddo. Data collection techniques included the shuttle run test to measure agility, the 50-meter sprint test to measure speed, and the dynamic balance test to measure students’ dynamic balance. The study, which ran for two months with two sessions per week for a total of sixteen sessions, included the traditional game "hadangan." Using SPSS version 22, descriptive statistics, the Shapiro-Wilk normality test, the homogeneity test, and the paired t-test were used to examine the collected data. The study's findings show that the classic game of hadangan significantly enhances children' fundamental motorik abilities. The calculated t-value of 11.641 in the dynamic balancing test findings is higher than the critical t-value of 2.040. The computed t-value for the 50-meter sprint test was 11.721, which was higher above the threshold t-value of 2.040. In contrast, the computed t-value for the shuttle run test was 13.633, exceeding the threshold t-value of 2.040. These findings suggest that the classic obstacle game helps students at SDN 16 Sampoddo become more balanced, quick, and agile.
Keywords: traditional game of hadangan fundamental motorikskills, balance, speed, agility.

Abstrack

Tujuan penelitian ini adalah untuk mengetahui bagaimana permainan tradisional “hadangan” memengaruhi fundamental motorikskil siswa di SDN 16 Sampoddo. Perkembangan fisik anak sangat didukung oleh kemampuan fundamental motorikskill, terutama dalam hal keseimbangan, kecepatan, dan kelincahan. Penelitian ini menggunakan metode eksperimen dengan desain One Group Pretest-Posttest Design. Sampel penelitian berjumlah 32 siswa SDN 16 Sampoddo. Teknik pengumpulan data dilakukan menggunakan tes shuttle run untuk mengukur kelincahan, tes lari sprint 50 meter untuk mengukur kecepatan, dan tes dynamic balance untuk mengukur keseimbangan dinamis siswa. Permainan tradisional “hadangan” digunakan sebagai bagian dari uji, yang berlangsung selama dua bulan dengan frekuensi dua sesi setiap minggu, dengan total enam belas pertemuan. Data yang diperoleh dianalisis menggunakan statistik deskriptif, uji normalitas Shapiro-Wilk, uji homogenitas, dan uji-t sample paired dengan bantuan aplikasi SPSS versi 22. Hasil penelitian menunjukkan bahwa permainan tradisional hadangan memiliki pengaruh yang signifikan terhadap peningkatan fundamnetal motorikskill siswa. Pada Test Result dynamic balance, diperoleh nilai t terhitung sebesar 11,641, yang lebih besar dari nilai t tabel sebesar 2,040. Pada uji lari sprint 50 meter, nilai t terhitung mencapai 11,721 dan juga melebihi nilai t tabel sebesar 2,040. Sementara itu, pada uji shuttle run, diperoleh nilai t hitung sebesar 13,633, yang lebih tinggi dari nilai t tabel sebesar 2,040. Berdasarkan hasil tersebut, dapat disimpulkan bahwa permainan tradisional hadangan efektif dalam meningkatkan keseimbangan, kecepatan, dan kelincahan siswa SDN 16 Sampoddo.
Kata Kunci: permainan tradisional hadangan, *fundamental motorikskill*, keseimbangan, kecepatan, kelincahan.

INTRODUCTION

Traditional games are indigenous games that combine elements of traditional physical sports and form part of a country's cultural heritage. These ancient folk games need to be preserved because they not only provide entertainment and a venue for social interaction but also improve the physical condition of the players. Traditional sports generally have regional characteristics that align with local cultural traditions and are closely linked to the customs or traditions of a particular community. Traditional sports typically feature unique regional traits that are strongly related to the traditions or customs of a specific community and reflect local cultural traditions. In addition to providing pleasure and physical fitness, traditional sports in Indonesia represent philosophical, social, and historical ideals that have been passed down through the generations. Every Indonesian region has its own distinctive traditional sports. Children in rural areas continue to play traditional games like hide-and-seek, tug-of-war, stilts, bentengan, Hadangan, and hopscotch. Traditional games are popular among kids in rural areas because they fit in with their lifestyle and customs. Modern sports, which are more popular and widespread worldwide, are gradually displacing traditional games as time goes on and modernization picks up speed. In actuality, traditional sports are essential for maintaining cultural identity, fostering community ties, and forming character. In order to ensure that this cultural legacy endures and does not vanish in the face of contemporary advancements, efforts must be made to preserve and reintroduce traditional games to the younger generation through their inclusion in school physical education curricula. Traditional games can be used as an educational tool that can increase students' physical activity in a fun and active way, in addition to helping to preserve local culture. This is significant because current problems show that the basic motorikskills of elementary school pupils are still comparatively underdeveloped. Many students move slowly, have poor agility, are physically inactive, and have trouble maintaining their balance. Students' lack of physical activity, the use of boring teaching strategies, and the dearth of engaging learning activities all contribute to these conditions. Additionally, children are becoming less active and more passive due to technological advancements and excessive use of digital games. Thus, it is anticipated that integrating traditional games into physical education will improve students' basic motorikskills while maintaining the cultural significance of traditional games in the classroom.

raditional games are not only entertaining but also have real advantages for kids' physical growth. For example, Hadangan is a traditional Indonesian game played in groups that requires speed, agility, and strategy, thereby helping to improve various aspects of children's physical abilities. Hadangan is a traditional game that involves intricate movements and teamwork within a squad. It is usually played on a level field that has been divided into

multiple sections by ropes or chalk lines. While the defending team is responsible for preventing the opponents from crossing the line, each team member attempts to reach the back line of the playing field. In order to win, the main objective of this game is to prevent opponents from crossing each line until they get to the last one. Children learn how to be good sports, adhere to game rules, protect national culture, and take care of the environment while playing Hadangan. They also learn how to work as a team and come up with game strategies. Because the game of Hadangan requires students to move actively, run quickly, change direction, maintain balance, and avoid opponents, its various physical activities indirectly train students' basic motorikskills. These exercises have a direct bearing on how elementary school-aged children develop their basic motorikskills. Because it is directly related to a child's growth and development, the development of motorikskills is an important factor at this age. Children's physical activities are primarily supported by fundamental motorikskills, especially locomotor, non-locomotor, and manipulative skills.

These abilities, which are crucial for everyday tasks and physical education, include balance, speed, agility, coordination, and body control. According to what (Maifa, 2021) Fundamental motorikskills can be defined as the physical capabilities associated with an individual's level of fitness and quality of movement during physical activities. Students' capacity to participate for physical activities and sports will also be hampered if their fundamental motorikskills are not properly developed. Traditional games have a beneficial impact on students' motorikskills development, according to a number of earlier studies, including the study (Imron Salim et al., 2025) This supports the idea that students' basic motorikskills, like agility and speed, can be developed through systematic integration of both free play and the traditional game of Hadangan into physical education. Research has been done to support this. (Nofadillah et al., 2024) claims that elementary school pupils' agility, speed, and endurance can be greatly increased by playing the game of Hadangan. This is because the game demands players to run quickly, change directions, stay balanced, and work together with teammates for extended periods of time. Traditional games benefit students' motorikskills development, according to a number of earlier studies. research (Widias Pradana et al.,2024) claims that because traditional games incorporate entertaining and energetic physical activities, they are excellent in enhancing primary school kids' basic motor abilities. Additionally, recent research has demonstrated that agility training in obstacle courses significantly improves the motorikskills of primary school pupils, as demonstrated by better posttest results than pretest results. These results suggest that classic games can be a useful substitute in physical education to help children develop their motor abilities.

Many pupils still have difficulty with their basic motor abilities, according to observations made at SDN 16 Sampoddo. For example, most of them have trouble staying balanced and move stiffly when engaging in physical activities. Additionally, the students don't seem to participate as much in physical education classes, which hinders the development of their fundamental motoriskills. As a result, there is a need for a method of instruction that uses the classic game of hadangan to actively and pleasantly increase pupils' motor activity. The researcher was inspired to carry out a study named "The Effect of the Traditional Game of Hadangan on Fundamental Motorikskills Among Students at SDN 16 Sampoddo" in light of the aforementioned problems. This study aims to ascertain how traditional games affect children' development of basic motorikskills, such as balance, speed, and agility.

RESEARCH METHODS

This study is a quantitative experimental study, which is a scientific method in which the researcher applies particular treatments to evaluate the cause-and-effect relationship between the dependent and independent variables. In order to evaluate the cause-and-effect relationship between variables under controlled settings, this study used a pre-experimental design. This study employed a pre-experimental one-group pretest-posttest research design. The population in this study has a finite number of members, so its precise size is known. Students at SDN 16 Sampoddo make up the study's population, with the fifth-grade class serving as the research sample. The 32 fifth-graders at SDN 16 Sampoddo make up the research subjects.. The 50-meter sprint, the dynamic balancing test, and the shuttle run were the three tools used in this investigation. A descriptive analytic approach was employed to examine the research data and produce a descriptive overview.Descriptive analysis was conducted to analyze the data by describing or presenting the collected data as it is, without intending to draw conclusions that apply universally. We employed T-score, hypothesis, homogeneity, and normality tests to examine the data.

RESEARCH RESULTS AND DISCUSSION

Research results

The purpose of this study is to ascertain how traditional games affect students' basic motorikskills at SDN 16 Sampoddo. The study's findings show that traditional games have a major impact on pupils' basic motor abilities at SDN 16 Sampoddo. IBM SPSS 22 software was used for data analysis in this study.

Tabel 1. Analisis Deskriptif *shuttle run*

Variabel	N	Mean	SD	Min	Max	Range
Pretest	32	28,6747	1,57520	25,24	32,41	7,17
Posttest	32	27,2509	1,63510	24,45	31,37	6,92

Tabel 2. Analisis Deskriptif *Dynamic balance*

Variabel	N	Mean	SD	Min	Max	Range
Pretest	32	68,75	14,756	40	90	50
Posttest	32	85,00	13,678	60	100	6,92

Tabel 3. Analisis Deskriptif Lari *sprint* 50 meter

Variabel	N	Mean	SD	Min	Max	Range
Pretest	32	7,6494	0,76942	6,17	8,92	2,75
Posttest	32	6,3831	0,67865	5,09	7,53	2,44

Students' basic motor abilities improved after playing the classic game of Hadangan, according to the descriptive analysis's findings. The students' average time in the shuttle run test dropped from 28.6747 to 27.2509, demonstrating an improvement in agility; the lower the time attained, the better the test scores. Furthermore, the dynamic balance test demonstrated an improvement, with the average score rising from 68.75 on the pretest to 85.00 on the posttest, indicating an improvement in the students' balance skills. Additionally, the increase in the maximum and minimum scores on the posttest indicates that the majority of students demonstrated improved performance.The fact that the standard deviation and range of scores dropped, suggesting that the posttest findings were superior and more reliable than the pretest results, lends credence to this. Positive outcomes were also noted in the 50-meter sprint test, where students' average time dropped from 7.6494 to 6.3831 seconds following the intervention. This reduction in time indicates that students’ running speed improved after participating in the traditional game Hadangan.Furthermore, the decline in the posttest's minimum and maximum scores suggests that the majority of students performed better. The decrease in the standard deviation also indicates that the posttest results were more evenly distributed than those of the pretest.

Normality test

To ascertain if the collected data were regularly distributed, a normality test was performed. The Shapiro-Wilk test was utilized to determine normality because the study's sample size was fewer than 50. The data are regarded as regularly distributed if the significance level (Sig.) is higher than 0.05, or 0.050.

Tabel 4. Test Result Normalitas Shuttle run

Variabel	P	sig	keterangan
Pretest	0,995	0,05	Normal
Posttest	0,327	0,05	Normal

Tabel 5. Test Result Normalitas Dynamic balance

Variabel	P	sig	keterangan
Pretest	0,091	0,05	Normal
Posttest	0,096	0,05	Normal

Tabel 6. Test Result Normalitas Lari sprint 50 meter

Variabel	P	sig	keterangan
Pretest	0,152	0,05	Normal
Posttest	0,433	0,05	Normal

All research variables' data were found to be regularly distributed based on the findings of the Shapiro-Wilk method's normality test. The significance values for the pretest and posttest data in the shuttle run test were 0.995 and 0.327, respectively. These results indicate that the students' agility data are normally distributed because both significance values are greater than 0.05. Furthermore, in the dynamic balance test, the significance value for the pretest was 0.091 and for the posttest was 0.096. These values were also above the significance level of 0.05, indicating that the students' dynamic balance data were normally distributed. In contrast, the pretest and posttest significance values for the 50-meter sprint test were 0.152 and 0.433, respectively. Since all of the significance values are more than 0.05, these findings show that the students' running speed data likewise satisfies the premise of normalcy. Therefore, it can be said that the shuttle run, dynamic balance, and 50-meter sprint test pretest and posttest data are regularly distributed.

Homogeneity Test

To ascertain whether samples taken from a population are homogeneous or heterogeneous, a homogeneity test is utilized. The test is deemed homogenous if $p > 0.05$; if $p < 0.05$, it is not.

Tabel 7. Test Result Homogenitas *Shuttle run*

kelompok	df1	df2	Sig.	Keterangan
Pretest-postest	1	62	0,715	Homogen

Tabel 8. Test Result Homogenitas *Dynamic balance*

kelompok	df1	df2	Sig.	Keterangan
Pretest-postest	1	62	0,966	Homogen

Tabel 9. Test Result Homogenitas Lari *sprint* 50 meter

kelompok	df1	df2	Sig.	Keterangan
Pretest-postest	1	62	0,653	Homogen

The shuttle run test yielded a significance value of 0.182 based on the findings of the homogeneity test using Levene's Test. It can be inferred that the variances of the pretest and posttest data for the shuttle run test are homogeneous as this significance value is higher than 0.05 (0.182 > 0.05).The assumption of homogeneity is satisfied by these results, which show that the degree of data variability before and after the treatment is comparatively similar. Additionally, a significance value of 0.966 was obtained from the dynamic balance test. Additionally, this value is greater than 0.05 (0.966 > 0.05), suggesting that the variances of the pretest and posttest data are homogeneous or comparable. This finding suggests that the distribution of the students' dynamic balance data is somewhat uniform. In contrast, a significance value of 0.653 was found in the 50-meter sprint test. It may be inferred that the variance of the pretest and posttest data in the 50-meter sprint test is also homogeneous since the significance value obtained is more than 0.05 (0.653 > 0.05).According to the findings of these tests, all research variables have significance values more than 0.05, which satisfies the homogeneity assumption.

Hypothesis test

The hypothesis that "There is a significant effect of traditional games on fundamental motorikskills among students at SDN 16 Sampoddo, based on the results of the pretest and posttest" was tested using the t-test. If the analysis results show a significant difference, then traditional games have an effect on the fundamental motorikskills of students at SDN 16 Sampoddo. If the computed t-value is higher than the critical t-value and the significance level is less than 0.05 (Sig < 0.05), the research conclusion is deemed significant.

Tabel 10. Test Result Paired Sample T-Test *Shuttle run*

kelompok	mean	t ht	t tb	Selisih	df	Sig (2-tailed)
Pretest-Posttest	28,6747 27,2509	13,633	2,040	1,4238	31	0,000

Tabel 11. Test Result Paired Sample T-Test *dynamic balance*

kelompok	mean	t ht	t tb	Selisih	df	Sig (2-tailed)
Pretest-Posttest	69,06 82,50	11,641	2,040	13,44	31	0,000

Tabel 10. Test Result Paired Sample T-Test Lari *sprint* 50 meter

kelompok	mean	t ht	t tb	Selisih	df	Sig (2-tailed)
Pretest-Posttest	7,6494 6,3831	11,721	2,040	1,2663	31	0,000

H_0 is rejected and H_1 is approved because, according to the paired-sample t-test results, the calculated t-value for the shuttle run test was 13.633, which is higher than the crucial t-value of 2.040 with a significance level of 0.000 < 0.05. With a difference of 1.4238, the mean pretest score of 28.6747 dropped to 27.2509 on the posttest.It suggests that pupils' agility has increased because faster completion times translate into higher outcomes. In the dynamic balance test, the calculated t-value of 11.641 was greater than the critical t-value of 2.040, with a significance level of 0.000 < 0.05; therefore, H_0 was rejected and H_1 was accepted,which indicates an improvement in the students' dynamic balance following the intervention. Additionally, H_0 was rejected and H_1 was approved in the 50-meter sprint test because the computed t-value of 11.721 was higher than the crucial t-value of 2.040, with a significance level of 0.000 < 0.05.The average pretest score of 7.6494 seconds decreased to 6.3831

seconds on the posttest, a difference of 1.2663 seconds, indicating an improvement in the students' speed. Thus, it can be concluded that there is a significant effect of traditional games on the fundamental motorikskills of students at SDN 16 Sampoddo

Discussion

Fundamental motorikskills are basic movement abilities that are crucial for elementary school-aged children, as they form the foundation for the development of motorikskills. The impact of traditional games on fundamental motorikskill in this study was analyzed using three test instruments: the dynamic balance test, the 50-meter sprint test, and the shuttle run test. The three key elements of basic motorikskills balance, speed, and agility are represented by these three instruments. According to the findings of a study done on students at SDN 16 Sampoddo, traditional games significantly improve pupils' basic motor abilities.

This is evident from the results of the hypothesis test, which showed an increase in the mean score for each research instrument used, starting with the shuttle run , 28.6747 on the pretest to 27.2509 on the posttest. This represents an increase of 1.4238. In the Dynamic Balance test, the score improved from 69.06 on the pretest to 82.50 on the posttest. The third test, the 50-meter sprint, showed a score of 7.6494 during the pretest, which improved to 6.3831 during the posttest. This indicates that the implemented training program was effective in improving the students' agility, balance, and speed. Traditional games had a substantial impact on students' basic motor abilities at SDN Sampoddo, according to the results of the statistical analysis using a paired t-test, which also revealed a significance value of 0.000 ($p < 0.05$).

These results are also corroborated by earlier studies carried out by (Ariyanto et al., 2020) which claims that playing classic games can help elementary school pupils develop their basic motorikskills. Traditional games also feature a large number of participants, which maximizes the use of class time; engaging a large number of pupils in physical activities can enhance communication skills, This is due to the fact that traditional games not only give kids the opportunity to engage with their classmates on a regular basis, but they also represent a number of moral lessons and ancestral values, like respect for rules, teamwork, honesty, responsibility, sportsmanship, and a desire to succeed (Syafira Nur Damayanti et al., 2023). The traditional game of "hadangan" is one that aids in the development of speed, agility, and balance simultaneously; research by (Servasius Loise Lenggari et al., 2023) It implies that pupils are indirectly forced to move in order to avoid being touched by opponents who obstruct their route while playing the traditional game of hadangan.

Students must move swiftly, change directions, maintain good body alignment, and keep their balance while engaging in these exercises. This is in line with earlier studies aimed at

increasing agility and speed, where (Muhammad Arjun Rahmadan Putra Pratama et al., 2021) who concluded that practicing traditional sports has a substantial impact on increasing speed and agility, with significance values for speed (0.000) and agility (0.000) being smaller than the (Sig < 0.05). In order to encourage the development of basic motor abilities, the traditional game of hadangan helps pupils enhance their speed and agility as well as their dynamic balance. Furthermore, studies carried out (Putra Hidayat & Handayani, 2025) Students' average gross motor abilities increased from 14.81 on the pretest to 18.69 on the posttest, according to the descriptive analysis results. Additionally, the Paired Samples t-test results revealed a significant value of 0.000 (p < 0.05). Therefore, it can be said that using traditional games improves first-grade primary school pupils' gross motorikskills.

Traditional games enhance children' character development and physical growth in addition to being an efficient learning substitute. They also help to preserve and uphold local culture. Additionally, the findings of a study carried out by (Ramandika & Muldan, 2025) shows that fifth-grade pupils at SD Negeri 2 Japara benefit from obstacle course games in terms of their agility. The average time of 20.80 seconds on the pretest dropped to 18.57 seconds on the posttest, demonstrating the improvement in the students' agility scores. This time decrease shows that the pupils' agility improved after the training. Furthermore, the research hypothesis was approved because the paired-sample t-test findings revealed a computed t-value of 12.284 with a significance level of p < 0.000 (p < 0.05). These results are also corroborated by earlier studies. (Frendi Astono, 2025) The study's findings show that primary school pupils' basic motorikskills are significantly impacted by traditional games. This supports the notion that basic motor abilities can be developed through traditional games.

Therefore, it can be said that using traditional games is an effective teaching strategy for enhancing primary school children' basic motor abilities based on the findings of this study and other research. Students' motor abilities, especially those related to speed, agility, and balance, are greatly enhanced by these games. Traditional obstacle games can be used as an option in physical education that actively promotes students' physical activity in addition to being simple to use and entertaining.

Conclusion

It can be inferred from the study's findings and the discussion around the traditional game Hadangan's impact on students' basic motor abilities at SDN 16 Sampoddo that the game significantly and favorably improves students' motorikskills. The results of descriptive analysis and hypothesis testing, which demonstrate gains in speed, balance, and agility following students' exposure to the classic Hadangan game, support this. The average shuttle run test

score dropped from 28.6747 in the pretest to 27.2509 in the posttest. The computed t-value of 13.633 was higher than the threshold t-value of 2.240, according to the hypothesis test results. These findings suggest that students' agility might be enhanced by playing the classic game Hadangan. After playing the Hadangan game, students' dynamic balancing skills improved, as evidenced by the dynamic balance test's computed t-value of 11.641 and table t-value of 2.040.Additionally, the average pretest score for the 50-meter sprint test was 7.6494 seconds, while the posttest score was 6.3831 seconds. The computed t-value of 11.721 was higher than the necessary t-value of 2.040, according to the hypothesis test results, suggesting that the students' running speed increased following the intervention. Because the Hadangan game requires a variety of physical skills, including running, changing directions, dodging opponents, keeping body balance, and making quick, deliberate moves throughout the game, these three features have improved. The basic motorikskills that primary school pupils need are directly developed through these activities. Thus, the classic game of Hadangan has been successful in helping students at SDN 16 Sampoddo develop their basic motor abilities, especially with regard to speed, agility, and dynamic balance. As a result, the research hypothesis that the traditional game of Hadangan affects students' basic motorikskills at SDN 16 Sampoddo can be accepted and is experimentally supported by the study's findings.

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