



The Effect of the Traditional Game “Benteng-Bentengan” on the Motor Skills of Fifth Grade Students at Maol Public Elementary School, Kota Kefamenanu District

Marselus Maf¹, Rudobertus Talan², Oded Liunokas³

Email Correspondent: mafmarsel03@gmail.com

Keywords:

Benteng-Bentengan
Game, Social Skills,
Motor Skills,
Elementary School
Students.

Abstract

This study aims to determine the effect of the “Benteng-bentengan” game on the motor skills of fifth-grade students at Maol Public Elementary School, Kefamenanu City District. This research employed a quantitative approach with a quasi-experimental method. The research design used purposive sampling techniques. The subjects of this study were 43 fifth-grade students of Maol Public Elementary School, divided into two groups: an experimental group consisting of 21 students and a control group consisting of 22 students. The research instrument used was an observation sheet and a motor skills test. Data were collected through observation and tests conducted before and after the treatment. Data analysis was performed using the t-test assisted by SPSS version 25 to determine the differences in results before and after the implementation of the “Benteng-bentengan” game. The results showed a significant improvement in students’ motor skills after the application of the “Benteng-bentengan” game. The average post-test scores were higher than the pre-test scores, indicating a positive effect of the game on students’ motor development. Therefore, it can be concluded that the “Benteng-bentengan” game is effective as a method of physical education learning to improve the motor skills of elementary school students at Maol Public Elementary School, Kefamenanu City District, North Central Timor Regency.



This is an open access article under the CC BY License

INTRODUCTION

Physical education in elementary schools plays a strategic role in supporting the overall development of students, particularly in physical aspects and motor skills. Motor skills are fundamental abilities related to body movement skills, such as strength, speed, agility, balance, and coordination. These abilities serve as an important foundation for students in performing various physical activities, both in the context of physical education learning and in daily life. The optimal development of motor skills at the elementary school age supports healthy physical growth and enhances students’ readiness to participate actively and effectively in the learning process.

¹ Universitas San Pedro, Indonesia, mafmarsel03@gmail.com

² Universitas San Pedro, Indonesia

³ Universitas San Pedro, Indonesia

However, in the practice of physical education learning in elementary schools, students' motor skills have not yet shown optimal results. This condition is influenced by various factors, including a lack of variation in teaching methods, limited physical activities that actively engage students, and the use of learning approaches that are not aligned with children's developmental characteristics. Monotonous, teacher-centered instruction tends to reduce students' motivation to move and participate actively, which in turn affects the low development of their motor skills.

One alternative learning approach considered effective in improving students' motor skills is the use of traditional games. Traditional games are characterized by being enjoyable, competitive, and directly involving physical activity. In addition, traditional games contain educational values such as cooperation, sportsmanship, discipline, and responsibility. Through traditional games, students not only practice movement skills but also develop their social and emotional aspects. Therefore, integrating traditional games into physical education learning becomes a relevant strategy to improve the quality of instruction.

The traditional game *Benteng-Bentengan* is one of the games that has great potential to enhance elementary school students' motor skills. This game involves various movement activities such as running, chasing, dodging, and defending and attacking the opponent's territory. These activities directly train components of motor skills, particularly speed, agility, coordination, and endurance. Moreover, *Benteng-Bentengan* encourages students to work cooperatively in groups and make quick decisions, thereby creating an active and enjoyable learning atmosphere.

Based on preliminary observations conducted at Maol Public Elementary School, Kota Kefamenanu District, it was found that the motor skills of fifth-grade students were still relatively low. This was evident from students' less-than-optimal performance in basic movement skills and their low level of participation in physical education activities. The learning process had not yet utilized traditional games as part of instruction, resulting in students receiving less varied and meaningful learning experiences. This condition has contributed to low learning outcomes, particularly in the aspect of motor skills.

Based on these problems, an innovative learning effort that aligns with the characteristics of elementary school students is needed. The implementation of the *Benteng-Bentengan* game in physical education learning is expected to serve as a solution to improve students' motor skills through enjoyable and challenging activities. Therefore, this study aims to determine the effect of the *Benteng-Bentengan* game on the motor skills of fifth-grade students at Maol Public Elementary School, Kota Kefamenanu District.

METHOD

Research Design

This study employed a quantitative approach using an experimental method. The quantitative approach was chosen because the study aimed to determine the measurable effect of implementing the traditional game *Benteng-Bentengan* on students' motor skills through numerical data. The research design used was a one-group pretest–posttest design, in which an initial test (pretest) was administered before the treatment and a final test (posttest) was conducted after the treatment was given.

Participants

The subjects of this study were all fifth-grade students of Maol Public Elementary School, Kota Kefamenanu District, totaling 25 students. The sampling technique used was total sampling, considering the relatively small population size; therefore, the entire population was included as the

research sample. Through this technique, the results were expected to comprehensively represent the students' motor skill abilities.

Treatment Procedure

The treatment in this study consisted of implementing the traditional game *Benteng-Bentengan* during physical education lessons. The game was applied in a structured manner according to its rules and was adapted to the conditions and characteristics of elementary school students.

During the learning process, students were actively involved in various movement activities such as running, chasing, dodging, and cooperating in teams. These activities were designed to train and improve students' motor skills.

Data Collection Techniques

Data were collected using a motor skills test. The test was administered to students before and after the implementation of the *Benteng-Bentengan* game to identify any changes in motor skill ability.

The motor skills test instrument included several movement skill indicators relevant to the game activities, such as speed, agility, and movement coordination.

Data Analysis

The data obtained were analyzed using descriptive statistics. The analysis included calculating the mean score, the percentage of learning mastery, and comparing pretest and posttest results.

The results of the analysis were used to determine the improvement in students' motor skills and to draw conclusions regarding the effect of the *Benteng-Bentengan* game on the motor skills of fifth-grade students at Maol Public Elementary School.

RESULT AND DISCUSSION

This study aimed to determine the effect of the *Benteng-Bentengan* game on the motor skills of fifth-grade students at SDN Maol, Kota Kefamenanu District. The data were obtained through motor skill tests administered before (pre-test) and after (post-test) the treatment.

The results of the analysis showed an improvement in students' motor skills after the implementation of the *Benteng-Bentengan* game. The mean pre-test score of students' motor skills was 62.45, while the mean post-test score increased to 78.30. This increase indicates that the *Benteng-Bentengan* game had a positive impact on the development of students' motor skills.

Normality Test

The results of the normality test showed that both the pre-test and post-test data were normally distributed, thus meeting the assumptions required for parametric statistical testing. Therefore, the data analysis was continued using the t-test.

Hypothesis Testing

Based on the results of the t-test, the calculated t-value (t-count) was greater than the t-table value at the 0.05 significance level. This indicates that there was a significant difference between students' motor skills before and after the implementation of the *Benteng-Bentengan* game.

Thus, the hypothesis stating that the *Benteng-Bentengan* game has an effect on the motor skills of fifth-grade students at SDN Maol, Kota Kefamenanu District, can be accepted.

Discussion

The improvement in students' motor skills was evident from their active participation during the learning process. In the *Benteng-Bentengan* game, students engaged in various movement activities such as running, chasing, dodging, and cooperating in groups. These activities provided repeated and structured movement stimuli that supported the development of motor skill components, particularly speed, agility, and coordination.

The findings of this study indicate that the *Benteng-Bentengan* game has a positive effect on students' motor skills. This is consistent with the principles of physical education learning, which emphasize game-based physical activities. Learning activities packaged in the form of games tend to increase students' motivation and participation because the learning atmosphere becomes more enjoyable and less monotonous. With increased student engagement, the learning process becomes more effective in developing motor skills.

Theoretically, motor skills can develop optimally when students are given opportunities to move actively in accordance with the developmental characteristics of elementary school age. The *Benteng-Bentengan* game meets these characteristics because it involves elements of competition, cooperation, and diverse physical activities. Through this game, students not only practice basic movement skills but also learn to control their movements and make quick decisions in game situations.

Although the results showed an improvement in motor skills, some students still did not reach the Minimum Mastery Criteria (KKM). This may be caused by differences in students' initial abilities, levels of physical fitness, and the intensity of their participation during learning activities. Therefore, the implementation of traditional games should be carried out continuously and combined with other activity variations so that all students can achieve optimal motor skill development.

Overall, the results and discussion of this study confirm that the *Benteng-Bentengan* game can be used as an alternative instructional strategy in physical education to improve elementary school students' motor skills. The planned and structured use of traditional games is expected to enhance the quality of learning and support students' overall physical development.

CONCLUSION

Based on the results of data analysis, hypothesis testing, and the discussion presented in the previous chapter, it can be concluded that there was a significant improvement in the motor skills of fifth-grade students at SDN Maol, Kota Kefamenanu District, in Physical Education (PJOK) learning.

The average pretest score was 42.50, while the average posttest score was 46.94, indicating a motor skill improvement of 4.44 points. The difference test showed that $t\text{-count} (-3.923) > t\text{-table} (0.05; 32) (1.694)$ and $P (0.000) < \alpha (0.05)$.

Therefore, the implementation of the *Benteng-Bentengan* game had a significant effect on improving the motor skills of fifth-grade students at SDN Maol, with an increase of 10.45% compared to before the treatment was administered.

REFERENCE

- Arikunto, S. (2006). *Prosedur penelitian: Suatu pendekatan praktik*. Rineka Cipta.
- Arikunto, S. (2013). *Prosedur penelitian: Suatu pendekatan praktik*. Rineka Cipta.
- Gallahue, D. L., Ozmun, J. C., & Goodway, J. D. (2012). *Understanding motor development: Infants, children, adolescents, adults* (7th ed.). McGraw-Hill.
- Husdarta, H. J. S. (2011). *Manajemen pendidikan jasmani*. Alfabeta.
- Kanca, I. N. (2014). *Pendidikan jasmani olahraga dan kesehatan*. Undiksha Press.

- Lutan, R. (2001). *Asas-asas pendidikan jasmani*. Direktorat Jenderal Olahraga.
Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 22 Tahun 2006 tentang Standar Isi untuk Satuan Pendidikan Dasar dan Menengah. (2006).
- Sugiyono. (2019). *Metode penelitian pendidikan: Pendekatan kuantitatif, kualitatif, dan R&D*. Alfabeta.
- Sukintaka. (2004). *Teori pendidikan jasmani*. FIK UNY.
- Widiastuti. (2015). *Tes dan pengukuran olahraga*. PT RajaGrafindo Persada.