



The Role of Traditional Games in The Physical Education Learning Process: A Systematic Review

Sri Wicahyani¹, Septian Williyanto², Heryanto Nur Muhammad¹, Taufiq Hidayat¹, Sapto Wibowo¹, Agung Prasetyo³, Dony Andrijanto¹

¹ Physical Education Sport, Health and Recreation, Faculty of Sport Science and Health, Universitas Negeri Surabaya, Indonesia

² Sport Science, Faculty of Sport Education and Health, Universitas Pendidikan Indonesia, Indonesia

³ Sports Coaching Education, Faculty of Sports and Health, Universitas Negeri Gorontalo, Indonesia

sriwicahyani@unesa.ac.id

Abstract. The implementation of traditional games in physical education is an effort to improve students' health and fitness, which is packaged by adapting the characteristics of educational levels from elementary to upper secondary and higher education. Playing traditional games is one way for students to learn to express their thoughts in the surrounding environment, where, in the process, students will encounter various experiences. The aim of this research is to analyze the use of traditional games in the learning process to obtain facts regarding the benefits of using traditional games in learning at school. This is systematic literature review research from the article database in the Scopus journal with the SPIDER model framework (Sample, Phenomenon of Interest, Design, Evaluation, Research Type). Stages of assessing the quality of articles using the STROBE Statement Checklist by 2 researchers to maintain the objectivity of the results of selecting articles to be used. The research bias assessment used was the Cochrane Collaboration's Tool. Research identification from start to finish is presented in the PRISMA Flow Diagram. The research results show that the benefits of traditional games have an influence on improving learning outcomes, including cognitive, affective, and psychomotor aspects. In the cognitive aspect of traditional games, you can train strategy and game analysis. In the affective aspect, traditional games can increase learning motivation, train cooperation, and boost self-confidence. Meanwhile, in the psychomotor aspect, traditional games can improve basic movements and movement skills in the physical fitness component.

Keywords: Traditional Games, Physical Education, Systematic Review

1 Introduction

The implementation of physical education in schools is not aimed at turning students into athletes but aims to develop their potential through various physical activities (1). Teachers are the main actors in the educational renewal process to meet the needs for quality human resources who are able to carry out their roles

professionally in society (2). Professional teachers are said to be successful when they can plan learning, carry out learning, and also evaluate learning with good learning results.

One of the goals of physical education is to form quality people, physically and spiritually healthy. Along with the development of science and technology, physical education learning is oriented towards human goals, namely physical health and spiritual health. Health is the main capital that supports a person's productive performance. Student achievement will be optimal with the support of a healthy body. The implementation of physical education in schools is an effort to improve students' health and fitness, which is packaged by adapting the characteristics of educational levels from elementary to upper secondary and higher education. It is not uncommon for learning activities to be presented in the form of fun games to increase student motivation and learning outcomes.

Physical education is very much in line with the character of traditional games that encourage children to play, which contain cognitive, affective, and psychomotor elements. The benefits of traditional games include increasing creativity, practicing communication skills with peers, practicing sportsmanship, and working together (3). The application of traditional game-based learning, which aims to improve students' physical fitness, is very important (4). Traditional games are one way for children to have fun that cannot be separated from everyday life (5). Children's instinct to love playing will carry over even into the school environment. In learning, teachers often provide games, one of which is to ensure that learning is not boring.

Traditional games are one of the cultural assets that have the characteristics of a nation's culture, so character education can be formed through traditional games from an early age (6). Traditional games are rich in noble values, which can act as a boost to students' characters (7). Traditional games not only train children physically to move but also have high moral values (8). Traditional games are assets that need to be preserved, explored, and developed to improve physical quality (9). Traditional games sometimes change names, even though they are basically the same. Traditional games are an element of culture because they can influence psychological development, character, and social life. Traditional games can be maintained because they generally contain elements of high cultural and moral values such as honesty, skill, solidarity, and courage (10).

Playing is one way for students to learn to express their thoughts in the surrounding environment, where in the process students will encounter various movement experiences (11). In playing, students will interact with other friends and create a form of communication and socialization to instill social values and character. Every traditional game has benefits from the perspective of analyzing the benefits of movement and the positive values contained in the game. Teacher creativity in learning that utilizes traditional games will choose types of games that have an impact on increasing the affective, cognitive, or motor domains as output.

Based on research conducted by previous researchers, this research aims to analyze the use of traditional games in the learning process. The research results were identified to obtain facts related to the benefits of using traditional games in learning at school.

2 Method

This research is systematic literature review research from the article database in the Scopus journal. First, the researcher determined the formulation of research questions using the SPIDER model framework (Sample, Phenomenon of Interest, Design, Evaluation, Research Type). The researcher determined the limitations of the article with the sample being students at school. The Phenomenon of Interest in this research is the use or use of traditional games in the learning process. In the research design, the articles chosen were articles using survey methods. Evaluation in this study determined that the output of the research articles taken was an increase in learning outcomes in both the cognitive, affective and psychomotor domains. The research type that is the basis for research is basic research.

The article screening stage, namely articles in Scopus journals specifying in the Abstract, keywords namely "traditional" AND "games" AND "physical" AND "education" appeared in as many as 382 documents. Next, the researchers limited the articles to articles that had been finally published, resulting in 369 documents. Researchers also limited articles that only used English to 303 documents. The next screening of articles was limited to only openly accessed articles and 165 documents appeared. Furthermore, keywords limited to the words "traditional games" AND "traditional games" appeared in 17 documents. The final stage is manual selection using the criteria that the research article is research on learning with a sample of regular students, not students with disabilities, published in non-predatory journals.

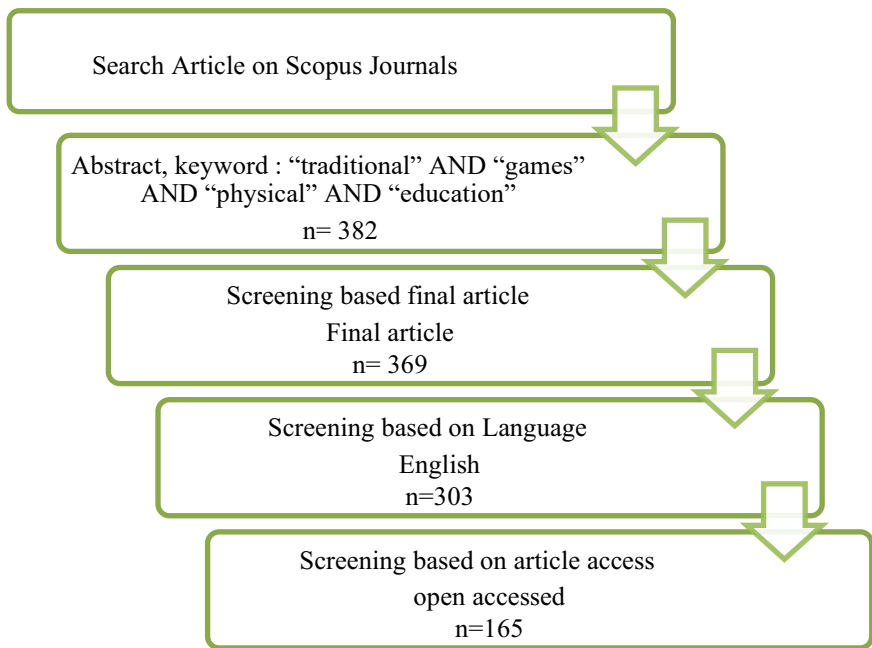


Figure 1. Screening Article Stage

Inclusion criteria in this research are articles that contain research related to the use of traditional games applied in learning. The research results have an impact on learning outcomes in the affective, psychomotor or affective domains. Exclusion criteria in this research are; (1) articles not published in Scopus, (2) articles not in English, (3) articles published not in the last 5 years (2020-2024), (4) articles researching outside the learning process, (5) research subject other than regular students.

Stages of assessing the quality of articles using the STROBE Statement Checklist by 2 researchers to maintain the objectivity of the results of selecting articles to be used. The research bias assessment used was the Cochrane Collaboration's Tool. Research identification from start to finish is presented in the PRISMA Flow Diagram below:

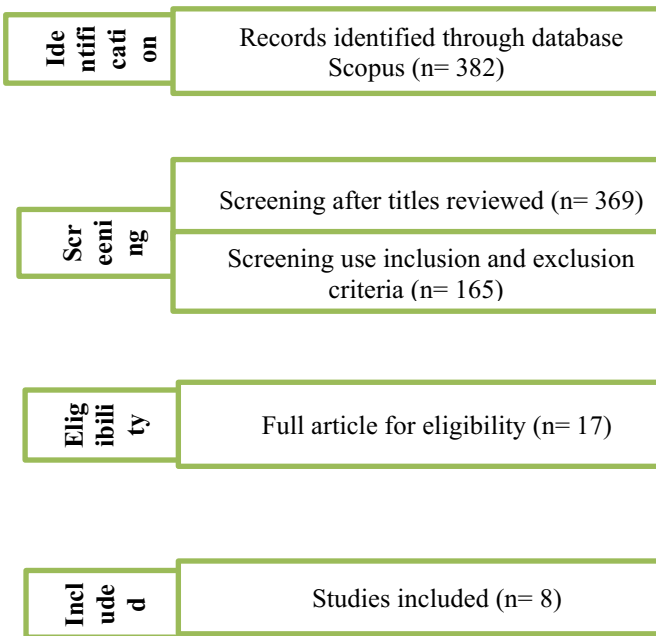


Figure 2. Research Flow Diagram

3 Results

The results of the screening of articles included in the discussion in this research are as follows:

Table 1. Article Summary

Research	Purpose	Research Subject	Research Results	Impact
(12)	The aim of this research is to create a traditional game model to improve basic movement skills.	Elementary School Students	Producing traditional games as alternative games that improve basic movement skills	Psychomotor aspect
(13)	The aim of this study was to investigate the effectiveness of physical activity in traditional games in Kazakhstan.	School students aged 10–13 years	Based on investigations, traditional games significantly increase physical activity and reduce the number of students with low activity levels.	Psychomotor aspect
(14)	The aim of this research is to determine motor skills and motivation to learn physical education through traditional games.	60 students from elementary school	The traditional game approach has a significant effect on increasing learning motivation, makes a positive contribution to learning outcomes, and can develop motor skills, coordination, speed, and strength, as well as cognitive aspects such as strategy, spatial intelligence, and situation analysis.	Affective, Cognitive & Psychomotor aspect

Research	Purpose	Research Subject	Research Results	Impact
(15)	The aim of this research is to determine the results of traditional Sundanese ethnic game interventions on celebrity self-esteem of elementary school students in physical education learning.	Grade 6 elementary school students	Traditional Sundanese ethnic games can increase students' self-esteem.	Affective aspect
(16)	The aim of this research is to test whether traditional games can influence social skills.	Students in grades 7–12	Traditional games that contain social elements from a Dayak cultural background have a better influence on the social skills and behavior of elementary school students compared to other groups.	Affective aspect
(17)	The aim of this study was to compare physical activity variables and acceptability between playing traditional games and free play in physical education learning for middle school students.	Middle school students	Incorporating fun and meaningful activities, such as traditional games, during PE lessons can be an alternative strategy to promote physical activity during school hours.	Psychomotor aspect

Research	Purpose	Research Subject	Research Results	Impact
(18)	The aim of this research is to determine the differences between traditional games and drills that influence basic skills (running, jumping, overhand throwing and catching) in elementary schools.	Elementary school students	Traditional games can be used as a physical education learning model because they contain elements of physical movement and build cooperation between students.	Affective & Psychomotor aspect
(19)	The aim of this research is to examine the impact of a physical education program using the traditional games betengengan and boy-boy on basic movement skills in elementary school students.	Elementary school students	The traditional games of beteng-fortengan and boy-boy have a significant positive effect on elementary school students' basic movement skills and their participation.	Affective & Psychomotor aspect

4 Discussion

In the article with the title "Baku Baku Raja Traditional Game Model to Enhance Basic Movement Skills in Elementary Students in Indonesia," researchers conducted research on the development of traditional games and applied them to learning. This research produces a standard traditional Baku Raja game model that is valid and suitable for use in elementary schools, especially at the grade III elementary school level. The main findings show that the application of the traditional Baku Raja game model is effective in improving elementary school students' basic movement skills.

In the article with the title "Health-improving and educational effects of gamified physical activities," researchers conducted research to determine the

effectiveness of physical activity in traditional physical games. The results showed that children's physical activity levels increased after the introduction of traditional physical games in physical education lessons. Traditional physical games are easy to use because they require minimal inventory to incorporate into the learning process, either in a closed room or in an open area, and can be played by both boys and girls.

In the article with the title "Improvement of Motor Skills and Motivation to Learn Physical Education Through the Use of Traditional Games," researchers conducted research to determine motor skills and motivation to learn physical education through traditional games. The research results show that the traditional game approach has a significant effect on increasing motivation to learn physical education. The traditional game approach makes a positive contribution to student learning outcomes. Through direct experience in traditional games, students can develop motor skills, coordination, speed, and strength, as well as cognitive aspects such as strategy, spatial intelligence, and analysis of situations in the surrounding environment. Similar research also concludes that traditional games are appropriate for improving locomotor skills as part of general motor skills (20).

In the article with the title "Increasing Self-esteem through Traditional Sundanese Games and Sport from Indonesia in Physical Education," researchers conducted research with the aim of traditional game intervention in learning at school. The research results show that traditional Sundanese ethnic games can increase students' self-esteem. Traditional games contain many values and train the mind by helping students communicate their feelings effectively and naturally, reduce anxiety, increase self-control, and train concentration (21).

In the article entitled "Integrating Social Skills in Traditional Games with Physical Education Interventions," researchers conducted research to test whether traditional games can influence social skills. The research results stated that traditional games influenced students' social skills. Other research also states that traditional games help in observing the environment and people around them to improve a person's social skills and deal with problematic situations (22).

In the article with the title "Playing traditional games vs. free-play during physical education lessons to improve physical activity: a comparison study," researchers conducted research to compare physical activity variables and acceptability between playing traditional games and free play in physical education learning for high school students. The findings of this study are that playing traditional games can increase PA among middle school students. Playing traditional games is preferred in PE lessons over free play, especially among girls. This comparative study shows that including fun and enjoyable activities such as traditional games in sports learning can be an alternative to promoting physical activity during school hours.

In the article with the title "The Effect of Traditional Games and Drills with Motor Ability on Skills (Running, Jumping, Overhand Throwing, and Catching) at Elementary School," researchers conducted research with the aim of finding out the differences between traditional games and drills that affect basic skills (running, jumping, overhand throwing, and catching) in elementary school. The research results show that traditional games can be used as a physical education learning model because they contain elements of physical movement and build cooperation between students.

In the article with the title "The Impact of Traditional Games on Fundamental Motor Skills and Participation in Elementary School Students," researchers conducted

research to examine the impact of a physical education program using the traditional games *betengengan* and *boy-boyan* on basic motor skills in elementary school students. The results of the research show that traditional games have a significant positive effect on elementary school students' basic movement skills and their participation.

This research analyzes the use of traditional games in the learning process. The research results were identified to obtain facts about the benefits of using traditional games in learning. Of the 8 articles included in the discussion of the benefits obtained from using traditional games in the learning process, they cover three aspects, namely affective, cognitive, and psychomotor.

5 Conclusion

Traditional games are an effective tool to help the physical education learning process at school. There are many benefits to traditional games that influence improving learning outcomes, including cognitive, affective, and psychomotor aspects. In the cognitive aspect, traditional games can train students' game strategy and analysis. In the affective aspect, traditional games can increase learning motivation, train cooperation, and boost self-confidence. Meanwhile, the psychomotor aspect of traditional games can improve basic movements and movement skills to improve the quality of students' physical fitness components. The use of traditional games needs to be applied by all physical education teachers in the learning process to further improve student learning outcomes.

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