

Implementation of the Traditional Egrang Game in Improving Students' Motor Skills in Physical Education at Tenjolahang 2 State Primary School, Jiput District

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Abstract: This study aims to explore this implementation from conventional egrang video game to fix students' motor skills in Physical Education at SDN Tenjolahang 2, Jiput. This the background of this research is low gross motor skills among students and the suboptimal utilization of traditional games in PJOK (Physical Education, Sports, and Health) learning. This research was conducted using a descriptive qualitative method, with information collected through interviews, observations, and documentation. This results show this the traditional *egrang*. This game works well in enhancing students' motor skills, particularly in balance, coordination, and leg muscle strength. Its implementation also increases student engagement in enjoyable physical activities while promoting local cultural heritage. Supporting factors include student enthusiasm, teacher involvement, and the availability of learning tools. Meanwhile, inhibiting factors consist of limited equipment, the risk of injury, and restricted instructional time. In conclusion, integrating the egrang game into lessons can be an effective strategy to develop students' motor abilities and instill cultural and sportsmanship values.

Keywords: Traditional Games, *Egrang*, Motor Skills, Physical Education

Introduction

Compulsory education for a country is something that must be developed for the advancement of human resources so that it is not left behind by other countries (Ningsih, Mentari, Julyanto, & Dewi, 2022). Education as an integral part of national development and a major component in the national development process. Education is the foundation for humans to acquire knowledge, discover and develop abilities/potential that are useful for themselves and their environment (Hakam & Yudianto, 2025). One of the subjects discussed is Physical Education, Sports and Health (PJOK), which is included in the Indonesian education programme. Essentially, PJOK is a learning process that uses physical activity as a means to produce holistic transformation in the physical, cognitive, and emotional aspects of individuals (Candra, 2022).

The main focus of PJOK is to support physical and mental growth and development, improve motor skills, and enrich knowledge, mindset, and awareness of values such as morals, emotions, sportsmanship, spirituality, social attitudes, and healthy lifestyles. The objectives of PJOK learning are to foster physical fitness, motor skills, critical thinking, emotional intelligence, social skills, and awareness of a clean and healthy environment. All activities in PJOK are systematically designed to support the achievement of national education goals (Said, 2019). Physical education plays a very important role in supporting students' physical, mental, and social development, especially at the primary school level. Based on the Constitution of the Republic of Indonesia No. In 2003, the National Education System Regulation stipulated the objectives of physical education to improve students' physical fitness while instilling fundamental benefits such as collaboration, discipline, responsibility, and sports (Dahlan & Mahyuddin, 2022).

Children's daily activities are greatly influenced by their physical motor development. If physical motor development is optimal, other aspects of development will also tend to develop positively (Dapp, Gashaj, & Roebbers, 2021). This physical development includes the growth of all parts of the body and their functions, such as changes in body size and shape, advances in brain function, and gross and fine motor development (Yulianis, Maswar, & Dahliana, 2025). According to (Gustian, 2021), there are several important components in motor skills, such as strength, endurance, speed, agility, flexibility, coordination, accuracy, and consistency. These motor skills can be improved through traditional games.

Egrang is one of the conventional games that is widely known in various areas in Indonesia. The game requires skill and balance when played. Egrang is usually made from two pieces of wood or bamboo, each about 2.5 centimetres long, which are used as footrests for standing and walking (Nurhasanah & Warni, 2024). The aim of the game is to reach the finish line without falling, and the participant who gets there first is the winner (Rahesti, Irawan, Priyono, & History, 2025). In addition to improving motor skills, the egrang game also embodies local cultural values, sportsmanship, and cooperation. This makes egrang a relevant and educational medium for use in primary education. One example is at Tenjolahang 2 State Primary School in Jiput District.

Based on observations at Tenjolahang 2 School in Jiput District, it appears that physical education lessons make full use of a variety of media and methods, especially those related to traditional games. Traditional games such as stilts have high educational value, particularly in terms of developing gross motor skills such as balance, coordination and leg muscle strength. However, some students still demonstrate suboptimal motor skills, such as difficulty maintaining balance, lack of agility, and poor body coordination, which can hinder their physical development and performance in physical education lessons. This indicates a shortcoming in the teaching methods used to implement traditional games that have educational value (Didik Purwanto, Hendriana Sri Rejeki, 2024).

Similar research has been conducted by (Hasan & Husein, 2024), which examined the effects of traditional egrang batok games on the gross motor skills of early childhood. However, limitations were found in previous studies, as there have not been many studies examining the application of traditional stilts games in improving students' motor skills in physical education subjects at Tenjolahang 2 Public Elementary School in Jiput District, thus creating a gap in this study. This study involved teachers and students of Tenjolahang 2 Public Elementary School, Jiput District, as a novelty in the study. Therefore, this study is called "The Implementation of Traditional Egrang Games in Improving Students' Motor Skills in Physical Education Subjects at Tenjolahang 2 Public Elementary School, Jiput District".

Methodology

This study employed a qualitative method with a descriptive qualitative research design. This type of research design describes or explains the research object based on its attributes (Raco, 2010). The experiment was conducted at Tenjolahang 2 State Primary School in Tenjolahang Village, Jiput Subdistrict, Pandeglang Regency, Banten. The population is a group of items or topics that have specific attributes that have been created by researchers to be studied and reach conclusions (Widodo, 2021). This study involved students in grades IV and V at Tenjolahang 2 Public Elementary School, Jiput District, Pandeglang Regency, Banten Province. The sample in this study was Tenjolahang 2 Elementary School grades IV and V, with 13 students in grade IV and 13 students in grade V, using saturated sampling technique.

Result and Discussion

Skills can be defined as an individual's ability to perform a task or job effectively, efficiently, quickly, and accurately. These abilities are not acquired instantly, but rather through a process of continuous learning, regular practice, and ongoing experience. With habituation and repetition of certain activities, a person's skills will develop and mature over time. This shows that skills are the result of a long process that requires consistency and perseverance (Oktaviana, 2018). The term motoric relates to conditions, situations, and actions that involve muscle activity and gland secretion. Motorics are directly related to the human ability to move in response to certain stimuli. Simply put, the term "motor" can be understood as any condition or state that drives, causes, or increases stimulation of human physical organs. These motor activities not only play a role in physical aspects but also contribute to the development of other abilities (Zorana Bukvić, Dragana Ćirović, 2021).

In line with this, (Čoh, 2020) states that movement or motor activity has a significant influence on children's intellectual development and skills in the future. Through directed and structured movement activities, children not only develop their physical abilities, but also their thinking skills, concentration, and problem-solving skills. Therefore, the development of motor skills plays an important role in supporting children's overall development, both physically and cognitively. According to (Sutapa, Pratama, Rosly, Kamaruzaman, & Ali, 2021), there are two types of motor development: Fine motor skills are movements that use fine muscles or certain parts of the body, which are influenced by

opportunities to learn and practise. For example, the ability to move objects from one hand to another, scribble, stack blocks, cut with scissors, write, and so on. Movements that use large muscles, most or all of the limbs, and are influenced by the child's own maturity are known as gross motor skills. The ability to sit, kick, run, climb stairs, and so on.

This game trains students' balance, leg muscle strength, movement coordination, as well as courage and confidence. Physical Education teacher, Mr Rafly, said that stilts are very suitable for use in physical education lessons because, apart from being part of local cultural heritage, they are also useful in supporting the development of students' gross motor skills. In addition to stilts, the school also still carries out other traditional games such as *bakiak tunggal*, *gobag sodor*, *bebentengan*, and *emprak*, all of which contribute to the formation of students' character, physical and social skills. The results of this study found that the implementation of traditional stilts can be categorised as a successful implementation, as it falls under the category of gross motor skills developed in early primary school age. Findings in the field also show that through regular stilts training, students experience improvements in body balance, courage, and body confidence (Darojatir Rofi'ah, 2023).

However, the implementation of egrang games in schools faces a number of obstacles, such as limited availability of facilities and infrastructure, the risk of injury for students who are not yet accustomed to the game, and the fear of some students to try it. To overcome this, teachers provide direct assistance, give rotating schedules, and ensure the safety of the field before use (Nurhasanah & Warni, 2024). Despite these challenges, the traditional game of stilts is still considered important to preserve and develop, not only in schools but also through extracurricular activities and competitions in the community, so that its cultural principles and physical benefits can continue to be passed on to the next generation (Dahyat, 2025). This is in line with the opinion of (Alfredo, Kaunang, Fatmawati, & Ari, 2023), who states that gross motor skills may develop through organised, enjoyable, and challenging physical exercise. Egrang meets these criteria by requiring students to control their bodies on an unusual play equipment, thus requiring practice and concentration. The responses of students such as Nurul, who felt happy, brave and more confident after participating in the traditional egrang game, show that this learning touches on the affective aspects of students. This is in line with the results of (Akhyar, Zaki, & Usman, 2025) research, which states that traditional games can shape positive attitudes and encourage emotional involvement of students in learning.

Based on research findings from interviews with subject teachers, traditional egrang games are very suitable for improving motor skills, especially in training fine and gross motor skills. The implementation of egrang games in improving motor skills was carried out by educator Mr Rafly Ilham Nurmansyah, a physical education teacher. In this case, traditional egrang games are usually applied when teaching basic movement and balance. The games are played in the school yard, with students divided into small groups. The teacher first gives examples and guidance on how to use egrang, then the students take turns practicing (Darojatir Rofi'ah, 2023).

Furthermore, it has been proven that traditional stilts games can improve students' mechanical skills in physical education, as they significantly improve children's motor skills. Children who were initially stiff are now able to walk well on stilts, which boosts their confidence (Saefullah, Pirdaus, & Ismail, 2024). Moreover, children are always enthusiastic about trying new games. Not only that, but the strength of the students' leg and arm muscles has increased because they have to support their bodies for quite a long time, while their reflexes and agility have also been honed through quick, precise movements and efficient changes of direction (Ali & Kurnaz, 2025). Another noticeable impact is the growth of confidence in physical activities, where students are more courageous in trying challenges, actively moving, and performing without fear in front of their friends (Rini, 2011). Stilts indirectly become a fun and effective learning medium in shaping these gross motor skills in line with motor development theory, which states that games involving physical activity can increase motivation for coordination, balance, and muscle strength.

However, the use of traditional egrang games also serves as a form of local cultural integration in learning, strengthening local values while providing a learning experience that differs from other forms of learning (Rahesti et al., 2025). In some cases, obstacles such as student fear and limited equipment can be overcome through a gradual learning approach, direct guidance, and collaboration between students. Teachers are responsible for creating a safe and enjoyable learning environment so that students feel confident to try. As a result, there is strong synergy between the school, students and physical education teachers themselves so that learning can take place comfortably and safely (Kurniati, 2016). It can be concluded that the implementation of traditional stilts improves students' motor skills, especially in terms of balance, coordination and muscle strength.

Research findings also support this, Sari (Sari, 2025) argues that traditional games for early childhood in Indonesia significantly develop physical-motor and social-emotional skills. Improvements in health, fitness, and motor skills (such as muscle strength, endurance, flexibility, speed, coordination, balance, and strength) are evidence of the relationship between traditional games and children's physical-motor development. (Nurhasanah & Warni, 2024) shows that playing egrang helps improve gross motor skills, especially muscle strength and balance. Thus, the implementation of egrang games was successful in improving the motor skills of students in physical education at Tenjolahang 2 Public Elementary School in Jiput District.

Supporting factors for the implementation of traditional egrang games at Tenjolahang 2 State Primary School include high enthusiasm and motivation among students, who show great interest in this game because of its fun and challenging nature, encouraging active participation that has a positive impact on improving motor skills. The support of physical education teachers is also an important aspect, as they play an active role in designing lessons that incorporate egrang games and provide guidance and motivation to students. The availability of adequate traditional game equipment, such as egrang sticks that are the right size for the students, allows the activity to run more safely and optimally (Darajatir Rofi'ah, 2023).

In addition, a supportive school environment with a field or open area is also very helpful for the smooth running of activities. The local cultural values contained in the egrang game are also a motivating factor, as students feel an emotional connection to this game, making it easier for them to accept and take part in learning (Rahmawati & Syukur, 2023). On the other hand, there are several obstacles in implementing traditional games. However, some students still lack basic skills such as balance and sufficient muscle strength, so they need more time to adapt. The level of difficulty of the games, which require good coordination and balance, is also a challenge, especially for students with motor limitations. Limited physical education class time makes it difficult for teachers to carry out activities in depth and continuously using traditional game methods. Lack of parental support is also an obstacle because some parents still consider traditional games to be less important than academic subjects, so they provide little support at home or outside of school.

Conclusion

The results of the study indicate that the use of the traditional egrang game in the physical education curriculum at Tenjolahang 2 public primary school can be implemented effectively and enjoyably, making students more enthusiastic and active in participating in activities. This game has been proven to have a positive impact on improving students' gross motor skills, including balance, body coordination, muscle strength, agility, and concentration. In addition, stilts also contribute to the formation of social attitudes through the values of cooperation, sportsmanship, responsibility, and mutual support, which are in line with character education. Its suitability with the local culture-based curriculum makes stilts relevant as a medium for physical education in primary schools. Furthermore, the students' experiences show that with gradual practice, they are able to overcome their fears, increase their confidence, and successfully play the stilts game well.

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