

## TRADITIONAL GAME LEARNING MODELS TO DEVELOP STUDENT CREATIVITY

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### Abstract

The purpose of this study is to develop a model of physical education learning through traditional games to develop creativity in elementary school students. This research is designed using *the research and development* method in six steps, namely preliminary studies, initial product development, validation and revision, small-scale trials, and the final product. This analysis in research and development uses descriptive statistical analysis. The trial subjects were 22 elementary school students. Has a result of research shows that the creativity of elementary school students can be developed through a learning model in which there are traditional games. The aspects of creativity that are measured in students are 4P (Creative person, Press, Creative process, Creative product). The results of filling out the questionnaire that has been carried out by each expert and teacher obtained an overall average of 3.58, so it is included in the good criteria. The results of analysis of field trial data, namely questionnaires for students on learning, obtained an average percentage of the corresponding answers of 89.25%. Based on the criteria that have been set, the product of developing a physical education learning model through traditional games has met the criteria so that it can be used for elementary school students.

**Keywords:** learning model, traditional game, creativity

### INTRODUCTION

Globalization can cause everything that is traditional in nature to tend to be abandoned. Traditional games such as fortifications, jumping rope, and gobak sodor are increasingly excluded with the existence of *modern* games such as *play stations* and also *online games*. Traditional games are generally carried out by several people, so there will be social interactions that can have a positive impact on children's development. Through actual play activities, children are trained to interact socially, find ideas, solve problems, control emotions and be creative. Nasution and Suharjana (2015) bermain is important for a child, games can provide an opportunity to practice his skills repeatedly and can develop ideas according to his own way and abilities. Hurlock (2013) revealed the influence of play on children's development

is for physical development, communication drive, emotional energy channeling, channeling needs, learning resources, stimuli for creativity, developing self-insight, community learning, moral standards, and personality development. Modern games based on online tend to be individual so there is very little social interaction. It is feared that this will hinder the development of children, including creativity.

Creativity is one of the potentials possessed by children. Children's creativity can be developed through play activities. One of the characteristics of a qualified human being is that it is creative. Creative is one of the character education that is also developed in Indonesia. Efforts are made to foster student creativity by holding creative activities such as habituation in the classroom and extracurricular activities

(Fauziyyah and Silfia, 2020). Creativity is very important to develop, because it holds an important influence in one's life (Fakhriyani, 2016).

Educational services for children will be more effective if they are carried out with a play approach, because basically the child's world is play. Playing while learning can be a slogan that fits the characteristics of the child's learning curriculum. Educational efforts provided for children should be carried out in pleasant situations, using methods and strategies that are easy for children to follow (Priyanto, 2014). Rahyubi (2012) the learning development model stage must have five basic elements, namely *syntax, social system, principles of reaction, support system and instructional and nurturant effect*.

The approach in learning today is more student-centered, problem-based and far from the teacher center approach (Tan, Chow, & Davids, 2012). Hopkins (2008) model pembelajaran adalah kealamiahannya isi pembelajaran, strategi belajar, dan susunan interaksi sosial yang dapat menciptakan suasana belajar bagi siswa. Proses pembelajaran berlangsung dan memberi pengaruh yang besar kepada siswa to educate dirinya sendiri. Hasbi & Pamuji Sukoco (2014) argues that the learning model is a way or strategy carried out by a teacher so that a learning process occurs in students to achieve a goal that is systematically designed. The teacher's lack of understanding of the play approach can be the cause of students' motivation to follow the learning to be low. In addition, the influence of globalization will also continue to erode slowly on the love of playing, especially traditional games.

## METHOD

The research method used is development research with a *Research and Development* approach referring to Borg and Gall (2007) where the research steps are simplified to 6 steps due to the limitations of researchers. The steps in this study are (1) Preliminary study by collecting information and analyzing the

information that has been collected, (2) developing the initial product, (3) expert validation and revision, (4) small-scale trials and product revisions, (5) large-scale trials and product revisions (6) the final product. This development research was carried out at SD Negeri Ngebung Beran, Kulon Progo Regency. This study involved 22 students to be used as trial subjects.

## RESULTS AND DISCUSSION

The results of this study are in the form of a physical education learning model through traditional games, where the model will be used to develop the creativity of elementary school students in accordance with predetermined indicators. Munandar (2012) creativity is strongly influenced by four aspects namely, personal, drivers, processes and products or better known as 4P in creativity. The knowledge of teachers and students about traditional games to be carried out also determines the success of this research, because of learning activities from beginning to end students perform traditional games that have been arranged in a learning model.

Analysis needs to be carried out to find out the problems of physical education learning and its forms of solution. This activity is carried out by analyzing the learning process that actually occurs in the field, making learning observations and conducting library studies. In the physical education learning process, several things were found, including, the tools and facilities owned by the school were very limited, so the learning process was not optimal. Students are sometimes less enthusiastic in the process of learning physical education because the approach to play by the teacher is less varied.

After determining the product to be developed, the next step that is done is to make the product using the following steps: analysis of goals and types of traditional games, analysis of student characteristics, reviewing the literature on the principles of developing learning models. Based on this, it is a draft of the development of a model

for learning physical education through traditional games to develop student creativity. Wibowo (2010) playing is able to improve social skills, foster the ability to work together, and develop creativity. When playing one has to think about being able to win the game. The traditional games used in this model of piracy are gobak sodor, fortification, gatrik, and hide and seek. The draft of the piracy model is then subject to expert validation. Validation is carried out by providing an initial product draft of a traditional game learning model draft, accompanied by an evaluation sheet for experts. The evaluation sheet is in the form of a questionnaire containing aspects of the quality of traditional games and suggestions and comments from experts on the developed learning model. The

evaluation results are in the form of values for quality aspects using a likert scale of 1 to 4. Based on the results of filling out questionnaires carried out by experts and teachers, an average of 3.58 was obtained so that the category was good.

Furthermore, the trial conducted by *the rater*, is one of the indicators to find out the effectiveness of the learning model for students to use. Observations by *the rater* are carried out during the learning lasting from beginning to end. The correlation test was carried out with an inter rater test (between appraisers), data analysis using Anova-General Multifacet. The data of the observation validity test results from various factors all showed a high degree of relationship.

Table 1. Level of Validity of Psychomotor Aspects

Score Comparison	Koef. Correlation	P	Status
Rater 1 – total score	r = 0.998	0.001	Valid
Rater 2 – total score	r = 0.996	0.001	Valid
Rater 3 – total score	r = 0.991	0.001	Valid

Table 2. Degree of Validity of Affective Aspects

Score Comparison	Koef. Correlation	P	Status
Rater 1 – total score	r = 0.961	0.001	Valid
Rater 2 – total score	r = 0.943	0.001	Valid
Rater 3 – total score	r = 0.943	0.001	Valid

Table 3. Level of Validity of Cognitive Aspects

Score Comparison	Koef. Correlation	P	Status
Rater 1 – total score	r = 0.950	0.001	Valid
Rater 2 – total score	r = 0.950	0.001	Valid
Rater 3 – total score	r = 0.950	0.001	Valid

Table 4. Level of Validity of Aspects of Creativity

Score Comparison	Koef. Correlation	P	Status
Rater 1 – total score	r = 0.996	0.001	Valid
Rater 2 – total score	r = 0.996	0.001	Valid
Rater 3 – total score	r = 0.998	0.001	Valid

Thus, based on statistical calculations of the validity of instrument trials, both on psychomotor, affective, cognitive, and

creativity aspects, it is known that there is a high level of positive relationships, so that

all instruments are declared valid and can be used for data collection on a broad scale.

This study used 3 raters so that it used the correlation coefficient between classes. The ICC shows a comparison between the variations resulting from the attributes measured and the variations in the measurements as a whole. Based on statistical calculations of the reliability of small-scale trials of instruments, both in psychomotor, affective, cognitive, and creativity aspects, it is known that there is a high reliability value between raters, so that all instruments are declared reliable and can be used for data collection. The results of analysis of large-scale field group trials, obtained an average percentage of 89.25%. Based on the criteria that have been set, the product of developing physical education learning models through traditional games has met the criteria well.

## CONCLUSION

Based on the results of the study, it can be concluded that the creativity of elementary school students can be developed through a learning model in which there are traditional games. The aspects of creativity measured in students are 4P (Personal, Pusher, Process, Product). The results of filling out the questionnaire by each expert and teacher obtained an average of 3.58, so it is included in the criteria of good. The results of the field trial data, namely questionnaires for students on learning, obtained an average percentage of 89.25%, including in the category of very good. Based on the criteria that have been set, the product of developing a physical education learning model through traditional games has met the criteria so that it can be used for elementary school students.

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