

# The Influence of the Traditional Game *Prepet Jengkol* on Increasing Student Motivation in Physical Education Learning

Gumilar Mulya<sup>\*1</sup>

<sup>1</sup>Departement Physical Education, Universitas Siliwangi

\*Corresponding author: [gumilarmulya@unsil.ac.id](mailto:gumilarmulya@unsil.ac.id)

## Abstract

Traditional games are games that are passed down from generation to generation. Apart from training dexterity and balance, traditional games also have ancestral values that need to be preserved. This research aims to see the influence of the traditional game *prepet jengkol* on students' motivation in learning physical education. This research uses a quantitative research approach with the research design used is a pretest-posttest control group design. The population in this study were all class VIII students at SMPN 5 Tasikmalaya City. The samples were taken from two classes using class randomization and obtained an experimental class of 32 students and a control class of 33 students. The instrument used is a learning motivation instrument which consists of 30 statements to be answered by students. Data analysis was carried out descriptively and inferentially using SPSS 28. The results of data analysis showed that there was an influence of the traditional game *prepet jengkol* on increasing student motivation in learning physical education. These results show that the traditional game *prepet jengkol* can be an alternative in physical education learning.

**Keywords:** *Traditional Games; Prepet Jengkol; Learning Motivation*

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## INTRODUCTION

Learning is essentially a process of transferring knowledge and attitudes to students (Arista & Kuswanto, 2018; Herawaty et al., 2020; Nasir et al., 2018; Sukardi et al., 2019). In the learning process, students should be actively involved in constructing their own understanding, so that the concepts they have can be applied, and the knowledge gained can last a long time compared to learning that is carried out in one direction, namely only coming from the teacher. Physical education is essentially an educational process that involves physical activity to produce holistic changes in individual quality both physically, mentally and emotionally. This is in accordance with the opinion that physical education is an integral part of the overall education system, aiming to develop aspects of physical fitness, movement skills, critical thinking skills, social skills, reasoning, stability, emotional, moral actions, aspects of healthy lifestyles and environmental recognition. clean through selected physical, sports and health activities that are planned systematically in order to achieve national education goals.

The physical education learning process sometimes has obstacles, especially on topics that are less popular with students (Nainggolan & Manalu, 2020; Pambudi et al., 2019; Wirasasmita & Hendriawan, 2020). Therefore, there is a need for innovation in the learning process. Because dislike of certain topics in physical education makes students' motivation to participate in learning low. Several innovations can be made by educators in providing physical

learning that can motivate students in the learning process in class. Low motivation prevents students from being able to understand the material well and practice the material directly. This is based on research (Dai & Putri, 2021; Fadlilah & Laili, 2019; Pangestuti & Raharjo, 2017) showing that learning motivation influences student learning outcomes in physical education subjects. The importance of motivation is because students who have high motivation can be seen to have a strong drive and will to be able to achieve maximum results in each lesson. Apart from that, through good learning motivation students can be responsible for what they are doing.

Basically, motivation can be differentiated into two things, namely motivation that arises due to encouragement from the student himself, which we usually know as intrinsic motivation, then motivation or encouragement due to the environment or from outside from someone, which is known as extrinsic motivation. Both intrinsic and extrinsic motivation have an influence on achieving maximum student learning. However, if we see that intrinsic motivation is not easy to observe because it is usually individual, it is different from extrinsic motivation which can be observed due to the creation of a good learning environment by educators so that students are encouraged to achieve maximum results in each lesson.

Efforts that can be made by educators to increase student learning motivation are by combining traditional games in physical education learning. Traditional games apart from having sports elements, each activity is added with fun so that students become more enthusiastic in each lesson. Traditional games are essentially games that exist and are passed down from generation to generation. Technological advances and the availability of sports fields in every region mean that traditional games are rarely found, especially in big cities. Therefore, if education collaborates with traditional games in physical education learning, besides being able to increase motivation and learning outcomes, there is also learning about introducing traditional games to today's students.

Traditional games are not only entertainment, but far more than that, traditional games have meaning related to the philosophical values contained in them. This is based on the fact that these traditional games have local wisdom value as part of national culture that needs to be preserved. Therefore, by implementing learning using traditional games, educators should in still local cultural values that exist in their own area (Aulia et al., 2022; Dogho et al., 2021; Kurniawan et al., 2023; Latif et al., 2019; Subakti & Handayani, 2020).

Sundanese, which is one of the largest tribes in West Java, has diversity in terms of traditional games. Some original games from Sundanese include *bakiak*, stilts, *gatrik*, and *prepet jengkol*. *Prepet Jengkol* is an original game from West Java that can be played by 3 to

4 people in each match. This game is very easy to play because it does not require props in each game. Just divide each group into 3 to 4 people and start playing. The game starts with each person facing away from the other players, then the players' feet are linked, then each person in the group turns left and right, but with the condition that the connected feet are not separated. While walking left and right everyone sings "*Pérépét jéngkol jajahea, Kadempet kohkol jejeretean, Eh jaja eh jaja eh jaja eh jaja*". Through the *prepet jengkol* game, students are taught about agility, sportsmanship and the most important thing is to train teamwork and balance when playing the game. This will be useful for students in understanding that traditional games have a role in training balance which is widely used in sports games such as artistic gymnastics; archery, pétanque, and others.

Seeing the good benefits associated with traditional games, it is necessary to try out how traditional games are applied to students in order to increase learning motivation in physical education. This is in accordance with research from (Mudzakir, 2020; Pangestuti & Raharjo, 2017; Siregar et al., 2022) which shows that traditional games can increase students' motivation in learning physical education. Through this description, teachers can try the game in order to train students' agility, balance and sportsmanship. This is important because motivation has an important role in student success. The aim of this research is to see the influence of the traditional game *prepet jengkol* on student motivation in learning physical education.

## **METHOD**

This research uses a quantitative research approach. Quantitative research is based on numerical data. The research design taken was to use a pretest-posttest control group design. In this design, the experimental group and control group are given a pre-test to find out the initial situation, after that the two groups are given different treatments, then given a post-tests. The control group was given learning treatment using the lecture method, while the experimental group was given learning treatment by providing the traditional game *prepet jengkol*.

The population in this study were all class VIII students at SMPN 5 Tasikmalaya City, samples were taken from two classes using class randomization. Two classes were taken, namely class VIII B as the experimental class and class VIII F as the control class. The experimental class received treatment, namely using the traditional game *prepet jengkol*, while the control class only carried out learning as usual. The use of motivational questionnaires was adopted through research (Nur et al., 2021) with 30 valid test items with a reliability value of 0.90 in the good category. This research was carried out for one month, namely in October

2023. Data analysis was carried out descriptively and inferentially. Descriptively, comparisons are analysed starting from the average to standard deviation, while inferential analysis is carried out by testing the proposed hypothesis using statistical rules, namely the independent sample t test if the data is normally distributed and the Mann-Whitney U test if the sample is not normally distributed.

## RESULTS

The results of this research focus on the influence of the traditional game *perepet jengkol* on increasing student learning motivation. This research was carried out for one month and before the learning was carried out, a pre-test was given, then after the learning was carried out, a post-tests was given. Learning is carried out using two learning schemes, the first is the experimental class using traditional games and the second is the control class using regular learning. The results of the pre-test and post-tests in the two classes can be seen as follows:

**Table 1.** Comparison of Pre-test and Post-test for Experimental Class and Control Class

	N	Range	Sum	Mean	Std. Deviation
Pretest Experiment	32	26.00	1845.00	57.65	7.15
Posttest Experiment	32	18.00	2665.00	83.28	3.72
Pretest Control	32	32.00	1870.00	58.43	8.12
Posttest Control	32	34.00	2393.00	74.78	10.45
Valid N (listwise)	32				

Based on this table, the average comparison between the experimental class and the control class can be clearly seen. The experimental class average was 83.2812, higher than the control class post-test of 74.7812. These results provide a descriptive picture that traditional games have an influence on students' learning motivation in physical education learning. Improvement or Gain between the experimental class and the control class. The formula for finding gain is post-test data minus pre-test data. The results are as follows:

**Table 2.** Comparison of Gain for Experimental Class and Control Class

	N	Range	Sum	Mean	Std. Deviation
Gain Experiment	32	33.00	820.00	25.62	9.011
Gain Control	32	46.00	523.00	16.34	12.66
Valid N (listwise)	32				

Based on this data, it is clear that the mean of the experimental class is higher than the control class. The average score of the experimental class was 25.6250 while the control class was 16.3437. These data provide an illustration that the experimental class is more motivated to learn when compared to the control class. However, it is necessary to carry out statistical test analysis which begins by testing the normal distribution of the data. The results are as follows:

**Table 3.** Data Normality Test

	Class	Shapiro-Wilk		
		Statistic	df	Sig.
Gain	Experiment	0.953	32	0.177
	Control	0.947	32	0.121

Based on these results, it can be seen that the experimental class and control class have a significance value of  $> 0.05$ , thus it can be concluded that both data come from a normally distributed population. Therefore, a parametric statistical test was carried out, namely the independent sample  $t_{test}$ , to test whether the gain in the two groups was significantly different or not. The hypothesis tested is as follows:

$H_0$ : there is no influence of the traditional game *prepet jengkol* on increasing student motivation in physical education learning.

$H_1$ : there is an influence of the traditional game *prepet jengkol* on increasing student motivation in physical education learning.

The testing criteria are reject  $H_0$  if the significance value is  $<0.05$  and accept  $H_0$  if the significance value is  $>0.05$ . The results of statistical tests using the independent sample  $t_{test}$  are as follows:

**Table 4.** Statistical Test Results

	t-test for Equality of Means	t	df	Sig. (2-tailed)	Result
Gain	Equal variances assumed	3.378	62	0.001	Ho Rejected
	Equal variances not assumed	3.378	55.989	0.001	

Based on these results, it can be seen that the significance value for the independent sample  $t_{test}$  is 0.01, thus the significance value is  $<0.05$  so the conclusion  $H_0$  is rejected. Therefore, it can be concluded that there is an influence of the traditional game *Prepet Jengkol* on increasing student motivation in physical education learning.

## DISCUSSION

These results show that traditional games can be an alternative in the physical education learning process. Students feel happy with traditional games because there is joy in every game played. Apart from being able to train students in dexterity, traditional games also introduce traditional games which are inherited from generations and their ancestors. Apart from having these benefits, traditional games also convey moral messages ranging from cooperation to solidarity.

Student motivation increases because in each traditional game there is an award or prize for every student who succeeds and becomes the champion in the game. This is in accordance with the opinion that motivation is important for student success, because motivation can be a

driving force for someone to adopt a positive learning attitude. The teacher's role in generating and increasing student motivation is very important, remembering that student success in learning also depends on the teacher's good and appropriate management of the class. So teachers must find the right solution for their students to raise student enthusiasm and motivation during the learning process. One factor that can be given to students who are weak in motivation is by providing appropriate rewards and punishments for these students. So that through giving rewards and punishment, students' enthusiasm and motivation in learning can increase (Amiruddin et al., 2022; Anggraini et al., 2019; Aziz, 2019; Fadlilah & Laili, 2019; Melinda & Susanto, 2018; Subakti & Handayani, 2020).

Traditional games that have been passed down from generation to generation have many benefits in addition to preserving culture and national character, as well as for the enjoyment of playing for the players, and are also beneficial for psychological development, increasing creativity, agility, motivation, and also as a means of exercise to improve physical fitness (Anugrah et al., 2023; Endrawan & Gunawan, 2017; Siregar et al., 2022; Subekti et al., 2020). Traditional games, also known as folk games, are a recreational activity that not only aims to entertain oneself, but also as a tool to maintain social relationships and comfort. Thus, it is a necessity for children. So, playing for children has important values and characteristics in the progress of development in daily life, including in games (Mudzakir, 2020).

## **CONCLUSION**

The results of data analysis show that there is an influence of the traditional game *prepet jengkol* on increasing student motivation in learning physical education. These results indicate that the traditional game *prepet jengkol* can be an alternative in physical education learning.

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