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THE EGRANG GAMES' EFFECT ON MOTOR BALANCE IN STUDENTS AT SDN LAM URA

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ABSTRACT

Traditional egrang games can be used as an alternative to the game in improving the child's rough motorics, because the egrang game needs balance in doing the game. This study aims to observe the influence of the egrang games' on motor balance in the students of SDN Lam Ura, Aceh Besar. This study uses class action research methods (PTK). The study is carried out in two cycles, and each cycle consists of three meetings. The study's subjects are 22 first-year students. According to SDN Lam Ura, Aceh Besar, research results show that egrang games' can improve students' motor skills. The increase in motor skills can be seen in the results of the study of student balance. From the initial condition of 10%, in cycle I there was an increase to 60%, and in cycle II there was an improvement to 100%. Students' strength in the initial condition of 10% increased to 60% in cycle I and 80% in cycle II. Recommendations from this study include including the Egrang games' in the learning curriculum at the elementary school.

Keywords: *Games, Egrang, Motorics, Power, Students*

1. INTRODUCTION

Education is the main capital to prepare the next generation with high quality. According to the National Education System Law Chapter 1 Article 1, Education is a conscious and planned effort to realize a learning atmosphere and learning process in order to prepare the next generation. a conscious and planned effort to create a learning atmosphere and learning process so that learners actively develop their potential to have the power of religious spirituality, self- control, personality, intelligence, noble character, and quality of life, strength, self-control, personality, intelligence, noble character, as well as the skills needed for themselves, society, nation, and society. Skills needed by himself, society, nation and state. From the definition of understanding of education, it is clear that education is held as an effort to prepare society, especially the younger generation, to develop their potential (Amalina & Haida, 2018).

In order to optimize child development through early childhood education programs must be tailored to the characteristics of children who have different experiences and knowledge. The education program must provide stimulation, encouragement, and support to the child. Programs for children must pay attention to all aspects of child development and be tailored to the needs, interests and abilities of children (Laely, 2015). Besides that, development program must be able to instill and foster behavior and attitudes carried out through good habituation. This is the basis in the formation of the children personality in accordance with the values upheld by the community, providing assistance to children to grow society, providing assistance to children to grow into mature and independent individuals and independent train children to live clean and healthy, as well as instill habits of daily life discipline (Ashari, 2019).

Elementary school students are children who are in need of educational efforts to achieve the optimization of all aspects of development education efforts to achieve optimization of all aspects of development both physical and psychological development which includes intellectual, language, motor and socio-emotional development. Primary student education is an effort education is an effort aimed at children who are carried out by providing stimulating education to help physical and spiritual growth and development. Through this effort, children are expected to have readiness to enter the next level of education. the next level of education. The scope of education includes the field of development habituation and the development of basic abilities, namely language, cognitive, physical/motor and art. In the field of basic cognitive ability development aims to develop thinking skills. By developing ability to think, children are expected to be able to process learning gains and find various kinds of alternative problem solving (Nova & Wati, 2019).

Various children's play activities are expected to stimulate and encourage the development of their personality, both which includes aspects of skills, intelligence, language, emotions and social aspects. In addition, by playing children will get to know, love their environment and can add insight and understanding to the environment. Therefore, learning activities learning activities, especially at school, should understand the needs of children (Potensia, 2020), (Amalina & Haida, 2018). Basically, the facility is a vehicle that can communicate between learning and teaching and gross motor skills. One of the traditional games that can develop gross motor skills is the Egrang game. (Amalina & Haida, 2018) states that the use of traditional Egrang games can improve children's gross motor skills. Egrang is one of the many traditional Indonesian games that need to be preserved and maintained. Egrang can be found in various regions with different names, Egrang itself comes from the Lampung language which means terompah pancung made of long round bamboo. In the traditional game of egrang, there are cultural values such as hard work, tenacity, and sportsmanship. The value of hard work is reflected in the enthusiasm of the players who try to beat their opponents. The value of tenacity is reflected in the process of making tools used for walking that require tenacity and perseverance so that it is balanced and easy to use for walking. So that egrang can improve children's gross motor skills also teaches traditional games owned by the Indonesian nation (Egrang).

Traditional games owned by the Indonesian nation (Khusnul Laely, 2015). Based on the researcher's observation at the research site, it was found that in physical motor development, especially gross motor, such as to the right side on a straight line without falling, walking to the left side on a straight line without falling, is still less than optimal. The numbers of children are walking straight without falling down, only 13. There are 7 children out of a total of 20 children. The total number is 20 children. Children still lack focus in paying attention to the teachers' directions.

Children's inability to performing these gross motor activities can be caused by several factors, the strategies and methods applied by the teacher are not appropriate. This can be seen when teacher

is explaining the activities to be carried out, the children are less enthusiastic and do not respond to the teacher's explanation. Children tend to be engrossed in playing alone and not paying attention to the teacher's explanation. Traditional egrang games can be used as an alternative game to improve children's gross motor skills because egrang games require balance in playing. The egrang game can train children's gross motor skills. Because of this game requires children to balance their bodies and requires children to walk using egrang. Children's gross motor skills will be trained in this egrang game. On the basis of the above description, it is necessary to conduct research on "The Effect of Egrang Traditional Games on Gross Motor Balance Ability Gross Motor Balance Ability in Lam Ura State Elementary School Students".

Ashari, (2019) explains that traditional games are the culture of the community, which comes from a long time ago which comes from a very old age, which has grown and lived until now, with its supporting community alive until now, with its supporting community consisting of young and old, men and women, rich and poor, noble people, with no difference. Traditional children's games are elements of culture elements of culture that cannot be underestimated, because this game has an influence that is not small in addition, children's games are also considered as an element of culture that cannot be underestimated, because these games have a significant influence on psychological development, character, and social life, in addition, these children's games are also considered as an element of culture that gives a certain characteristic or color to a culture. Therefore traditional children's games can also be considered as cultural assets, as capital for a society to maintain its existence and identity among other societies in the midst of other communities.

Subagio in (Amalina & Haida, 2018) defines traditional games as games that develop and are played by children in the community as a game that develops and is played by children in a In traditional games, all aspects of children's humanity are developed and played by children in the general environment with all the wealth and wisdom of the environment. In traditional games, all aspects of children's humanity are developed; their creativity and spirit of innovation are realized. Traditional games become a vehicle or medium for children's self-expression. Furthermore, according to Subagio in (Ashari, 2019)involvement in traditional games will sharpen, grow, and develop children's creativity develop children's brains, create empathy, build social awareness, and emphasize individuality. All aspects of humanity in maintaining and all facets of humanity in sustaining and giving meaning to life are nurtured in traditional games. The interesting thing to note here is that there are parallels between child development and games so that they can be used as a medium for children's learning. The interesting thing to note here is that there are parallels between child development and games so that they can be used as a medium for children's learning. From some of the opinions of the experts above, the author concludes that traditional games are a heritage game. traditional game is a game inherited from ancestors who came from a very old age that has grown until now in the world from a very old era that grows until now in a community environment of and is a culture that must always be maintained and preserved because traditional games have very good benefits for the growth of children's psychological development, nature, and social life and can hone, sharpen, develop children's brains, give birth to empathy, build social awareness, and emphasize individuality, social awareness, and emphasize individuality.

According to the results of research by (Kurniati, 2016) in his research showed that traditional games can stimulate children in developing cooperation, helping children adjust to each other, interact with each other in a positive way, can condition children to control themselves, develop an empathetic attitude towards friends, obey the rules, and develop an empathetic attitude towards friends, obeying rules, and respecting others. Thus, it can be understood that traditional games can have a very good impact in helping to develop children's emotional and social skills.

Meanwhile, according to Subagio in (Ashari, 2019) traditional games have several benefits, including the following: (1) Children become more creative. Traditional games are usually made directly by the players; they use items, objects, or plants that are around. This encourages them to be more creative in creating game tools. In addition, traditional games do not have written rules. Usually that apply are in the edition to the rules that have been commonly used, coupled with rules that are adjusted to the agreement of the players. Here it is also seen that the players are required to be creative in creating rules that suit their circumstances. (2) Can be used as therapy for children. When playing, children will release their emotions, they shout, laugh, and move. This kind of activity can be used as therapy for children who need this condition. these conditions. (3) Developing children's intellectual intelligence. Traditional games such as gagaruda (five basic principles), snake dragon, jump rope, play kite, playing marbles, and so on, are able to help children to develop their intellectual intelligence, because the game will explore the child's explore children's insights into various knowledge. (4) Developing children's interpersonal emotional intelligence. Almost all traditional games are played in groups. By playing in groups, children will hone their emotions so that tolerance, empathy for others, comfort, and familiarity with the group, comfortable, and accustomed to being in a group. For examples; the game of bentengan, hide-and-seek, kasti, mice and cats, and so on (5) Developing children's logical intelligence. Some traditional games some traditional games train children to count and determine the steps that must be passed. For example, cranklek, congkak, jump rope/spintrong, encrak/entrengan, bekel ball, guessing, and others. (6) Develops children's kinesthetic intelligence. In general, traditional games encourage players to move, such as jumping, running, dancing, spinning, and other movements. Examples of games include include playing ball, hide-and- seek, mouse and cat, egrak, panggal, jump rope, and so on. (7) Develops the child's natural intelligence. Many play tools are made or used from plants, soil, tiles, stones or sand activities. These activities bring children closer to their natural surroundings so that children are more integrated with nature. Examples of games are anjang-anjangan (play trading) by making oil from hibiscus leaves, meatball noodles made from yellow parasitic plants, and anjang-anjangan (play trading) by making oil from hibiscus leaves. made from yellow parasitic plants, cars made from grapefruit peel, egrang made from grapefruit peels, egrang made of bamboo, figure balls using bamboo, calung made of bamboo, agra or sepak takrau,

whose balls are made of rattan, etc. rattan, etc. (8) Develops children's spatial intelligence. Role play can be found in the traditional games anjang- anjangan (West Java), alek-alekan (Sumatra). games encourage children to recognize the concept of space and change roles (theatrical). (9) Developing children's musical intelligence. Chants or sounds are are very familiar in traditional games. (10) Games that are played while singing include ucang-ucang angge, enjotenjotan, calung, ambil-ambilan, shell dance, rhyming, wayang, purpur sadapur, and oray-orayan. (11) Developing children's spiritual intelligence. In traditional games recognize the concept of winning and losing. However, winning and losing does not make the players quarrel or humble. In fact, there is a tendency, people who can already do the game teach not directly to their friends who can't yet.

According to (Khusnul Laely, 2015) in his research shows that traditional games can stimulate various aspects of children's development which can include things, such as; (1) Motor aspects by training endurance, flexibility, sensor motor, gross and fine motor gross and fine motor. (2) Cognitive aspects by developing imagination, creativity, problem solving, strategies, anticipatory skills, and contextual understanding. (3) Emotional aspects by being a medium for emotional catharsis, can hone empathy, and self-control. (4) The language aspect is the understanding of value concepts. (5) Social aspects by conditioning children to be able to establish relationships, work together, train social maturity with peers, and lay the foundations for social development. cooperation, practicing social maturity with peers, and laying the foundation to train socialization by practicing roles with adults and the community in general adults and society in general. (6) Spiritual aspects, traditional games can bring children to realize the connectedness with something great. (7) The ecological aspect by facilitating children to understand the benefits of elements of the surrounding nature wisely. 8. Values/moral aspects by facilitating children to be able to appreciate the moral values inherited from previous generations to the next generation. So the benefits of traditional games are to develop intelligence develop emotional intelligence, develop creativity, children become more creative can be used as therapy for children and develop children's multiple intelligences, and can develop the (8) intelligences that each child has and can develop 6 aspects that must be developed to early childhood, namely motor aspects, cognitive aspects, emotional aspects, language, social aspects and spiritual or religious aspects.

Based on the observations of the researchers at the site of the study, the results were obtained that in the development of motor physics in particular crude motoric such as walking to the right side on a straight line without falling, walking on the straight line, walking the left side on an straight line with no fall, still less maximum. The number of children who can focus on walking straight without falling is only a few, 7 out of a total of 20 children. The child is less attentive to the instructions of the teacher. This can be seen when a child is walking on the ladder of many children who are still falling from a ladder and only a few children are able to complete the ladd without falling off from the beginning to the end of the beginning. This shows that the child is still unable to complete walking on the titian. Unable children to carry out such harsh motor activities can be caused by several factors, strategies and methods that are applied by less appropriate teachers. This can be seen when the teacher is explaining the activities to be done, the children are less enthusiastic and do not respond to the explanation of the teacher. Children tend to play alone and do not pay attention to the teacher's explanations.

Traditional egrang games can be used as an alternative to the game in improving the child's rough motorics, because the egring game needs balance in doing the game. Egrang walking can train a child's rough motor skills because this game demands that the child balance the body and demands the child to walk using the egrang. The child's motor skills will be trained in this game. Based on the description above, then it is necessary to do research on "the egrang games' effect on motor balance in student at SDN Lam Ura Kabupaten Aceh Besar.

2. LITERATURE REVIEW

Stilts are one of the many traditional games Indonesia which needs to be preserved and maintained. Stilts can found in various areas with different names, the stilts themselves come from the Lampung language, which means a spike made of round bamboo long. The traditional stilts game contains cultural values, namely hard work, tenacity and sportsmanship. The value of hard work is reflected in the enthusiasm of the players trying to beat his opponent. Traditional games of stilts can be used as an alternative game in improving children's gross motor skills, because playing stilts requires balance in doing the game.

Benefits of traditional games are as follows: (1) Develops intellectual intelligence (2) Develops emotional intelligence (3) Developing creativity (4) Children become more creative (5) Can be used as therapy for children. (6) Develops children's multiple intelligences, which include: developing children's intellectual intelligence, developing children's emotional and inter personal intelligence, developing children's logical intelligence, developing children's kinesthetic intelligence, developing children's natural intelligence, developing children's kinesthetic intelligence, developing children's natural intelligence, developing children's spatial intelligence, developing children's spiritual intelligence (Khusnul laely, 2015).

The name of a long-legged bird, Egrang, itself comes from Lampung language which means terompah pancung made of long round bamboo. In the Banjar language in South Kalimantan is called batungkau. Egrang is made of bamboo stalks with approximately 2.5 meters long. About 50 centimeters from the bottom, a flat footrest with a width of approximately 20 centimeters is made The way to play it is by competing walking using the egrang from one side of the field to the other. The person who is the fastest and does not fall is the winner "(Khusnul laely, 2015), (Nova & Wati, (2019), state that gross motor movement is an ability that requires coordination of most parts of the body. Movement gross motor movements involve the activity of large muscles such as the muscles of the hands, leg muscles and the whole body of the child. The development of children's gross motor skills comes before fine motor skills, for example, children will first hold a hand fine motor, for example, and children will first hold objects that are large in size than small ones. Because children are not yet able to control the movement of their fingers for fine motor skills, such as tying, cutting and others. Gross motor

movements are formed when the child begins to have coordination and balance almost like an adult. Gross motor movement is abilities that require coordination of most parts of the child's body. Therefore, it usually requires energy because it is carried out by larger muscles. The development of gross motor movements also requires the coordination of certain groups of muscles that allow them to jump, climb, run, ride a tricycle, and stand on one leg. In fact, some children can do more difficult things, such as somersaulting and rollerblading. Therefore, children usually learn gross motor movements outside the classroom or outdoors (Devrizal et al., 2019). To stimulate children's gross motor according to (Amalina & Haida, 2018) can be done by training children to jump, climb, squeeze, whistle, make happy, sad, happy facial expressions, run, stand on tiptoe, stand on one foot, walking on a footbridge, and so on. Gross motor movements involve muscle activity hands, feet, and the whole body of the child. These movements rely on maturity in coordination. The various gross motor movements that children achieve are certainly very useful for their future life. For example, children are accustomed to running or climbing skillfully. When they are older, they will enjoy playing sports.

To train children's gross motor movements can be done, for example by training children to stand on one foot. If the child is not skilled enough to stand on one foot other skills, such as running, will be affected because it means that the child still cannot control their body balance (Khusnul laely, 2015). In its development, gross motor develops first than fine motor. . This can be seen when the child can already use the muscles of his feet to walk before he can control his balance (Ulfah et al., 2021) muscles to walk before he can control his hands and fingers to cut and glue.

3. METHODS

This study used the class action research method (PTK). Research action research is research on problem-solving or improvement efforts designed using the improvement designed using classroom action research methods that are reflective and collaborative which is reflective and collaborative. Procedures for implementing action research action research implementation procedure in the form of a cycle or spiral-shaped recycling (a spiral of steps) which each step consists of four stages, namely planning, action, observation, and reflection. The research subjects were students of SD Negeri Lam Ura. In accordance with the opinion of (Kurniati, 2006) argues that If the subject is less than 100, it is better to take the whole subject, so that the research is a research study taken as a whole, so that the research is a population study. Furthermore If the subject is more than 100, it can be taken between 10-15% and 20-25% of the population so that the sampling technique is fulfilled. From the above opinion, the author determine the sample of grade 1 students totaling 22 students as a whole because the number exceeds 100 students then the sample is 15% of 149 Students that is 22 students with a sampling technique that is random sampling.

4. RESULTS & DISCUSSION

This research is a classroom action research (PTK) conducted in collaboration between researchers and classroom teachers. In this study, the researcher acts as an observer and the sports teacher as an educator who carries out the learning process by playing Egrang to improve children's gross motor development. Objective of this study is to determine the improvement of children's balance ability through children through playing Egrang. This research was conducted in two cycles and each cycle consists of 3 meetings. single. Recapitulation of the Results of Increased Play Activities Egrang Bathok Kelapa in Cycle I can be seen in the table below:

Table 1. Recapitulation of the Results of Increased Activities of Playing Egrang Bathok Kelapa in Cycle I

No	Siklus I	Kegiatan Bermain Egrang Bathok Kelapa: Keseimbangan				Koordinasi mata, Kaki dan Tangan			
		BSB	BSH	MB	BB	BSB	BSH	MB	BB
1	Pertemuan I	-	2 anak	9 anak	9 anak	-	-	4 anak	16
	Persentase	-	10 %	45 %	45 %	-	-	20 %	80 %
2	Pertemuan II	-	5 anak	9 anak	6 anak	-	2 anak	8 anak	10 anak
	Persentase	-	25 %	45 %	30 %	-	10 %	40 %	50 %
3	Pertemuan III	-	5 anak	11 anak	4 anak	-	2 anak	14 anak	4 anak
	Persentase	-	25 %	55 %	20 %	-	10 %	70 %	20 %
	Peningkatan	-	20 %	48 %	32 %	-	2 %	43 %	50 %

Based on the results of improving the activities of playing egrang bathok kelapa cycle I in the table above, it can be seen that there is an increase in children's ability in the activities, namely at the first, second and third meetings. In the activity of playing egrang bathok in the Balance Aspect, there was an increase of 20% with Good criteria. In the activity of playing egrang bathok kelapa by using eye, foot and hand. Criteria for children who are quite balanced in doing activities playing egrang bathok kelapa there was an increase of 48% to the criteria of Enough. In the activity of playing egrang coconut bathok with eye, foot and hand coordination, there was an increase of 43% And the criteria for children who are less balanced in doing activities to play egrang bathok coconut there was an increase of 32% to be less criteria. In the activity of playing egrang bathok coconut with Coordination of eyes, feet and hands occurred an increase of 50%. From the description of the results observations above, improving gross motor skills through playing egrang bathok coconut has not yet achieved the expected results. The implementation of actions in cycle I still has many short comings, so that improvements need to be made. Then in cycle II action can be more successful. For this reason, several improvement steps in learning were planned carried out in cycle II. In the action planning stage of cycle II, researchers carried out activities including planning the implementation of learning. Plan gross motor learning through playing egrang coconut shell activities was compiled by the researcher collaborated with the class teacher and was consulted to get the approval of the principal. The following is the data on the results of research in cycle II.

Table 2. The results of research in cycle II.

Based on the results of improving the activities of playing egrang bathok kelapa cycle II in the table above, it can be seen that there is an increase in children's ability in the activities, namely at the first, second and third meetings. In the activity of playing egrang bathok on the Balance Aspect there was an an increase of 40% with Very Good criteria, 65% Good criteria and 5% Fair. In the activity of playing egrang bathok coconut with eye, foot and hand coordination there was an increase of 40% with very good criteria, 40% good criteria children who are quite balanced in doing activities to play egrang bathok coconut there was an increase of 5% to Fair criteria. In the activity of playing egrang coconut shells with eye, foot and hand coordination there was an increase of 0%. And the criteria for children who are less balanced in carrying out activities to play egrang coconut bathok get an increase of 32% to the criteria of Moderate. There was an increase of 32% to the criteria of less. In activities playing egrang bathok coconut with eye, foot and hand coordination get an increase of 50%. From the description of the observation results above, the improvement of gross skills through playing egrang bathok kelapa has not achieved the expected results. Based on the results of the evaluation of all egrang bathok coconut activities, it is as expected. Children in participating in activities to play egrang bathok coconut looks enthusiastic from start to finish. In addition, the children looked happy and wanted to immediately carry out the activity of playing egrang bathok kelapa when the teacher said that they would play egrang bathok kelapa. However, there are still one child who until the end of the activity is less able and less agile carry out the activity of egrang bathok kelapa with good results, because if in playing egrang bathok kelapa too far and many obstacles the child often falls, the child's condition is not healthy often fall, the child's condition is unhealthy and less concentrated in doing activities doing activities. With the improvements that have been made, learning in cycle II has achieved a very significant increase or improvement or has reached the success level has reached the success level. Based on the description of the data above, the implementation of activities in cycle II has achieved significant improvement, namely the achievement of the percentage of children with balanced, can (strong), agile has reached above 80%. From Suharsimi, Arikunto's theory that the success rate that reaches 76-100% of the number of children gets a score of with the criteria can, and then the activity is stopped (Surakarta, 2013: 43).

5. CONCLUSION

Conclusion Based on the results of research and discussion, it can be concluded that egrang coconut shell game can improve gross motor skills of students at Lam Ura Elementary School. The improvement of gross motor skills can be seen from the research results as follows: children's balance in the initial condition was 10%, in cycle I cycle I experienced an increase, the balance of children became 60%, in cycle II experienced an increase, the balance of children became 100%. Cycle II experienced an increase, the child's balance became 100%. Child strength in the initial condition by 10%, in cycle I experienced an increase, the child's strength became 60%, in cycle II experienced an increase, the child's balance became 80%. Cycle II experienced an increase, the child's balance became 80%.

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