



# Modification of the Gobak Sodor Game: Does It Affect Increasing Physical Fitness and Strengthening the Character Values of Elementary School Students?

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**Abstract.** Gobak Sodor, also known as the salty pole, is one of the traditional games played by two teams of three to 10 players with an even number of participants. To win at gobak sodor, you must stop your opponent before they reach the field line, which is 9 m long and 4 m broad. The goal of this research is to help primary school pupils become more physically active and to reinforce their moral principles. 30 children from Muhammadiyah Baturan Special Program Elementary School Karanganyar, Central Java, were the sample for this study. There were 15 male and 15 female pupils in each group. The sampling method serves auxiliary objectives. Physical fitness exams and observations of the gathering of student character ratings are used as data collection strategies. Use of a quantitative description as a data analysis tool. Data analysis using the SPSS program version 26 and a paired test with a significance level of 0.05. According to the study's findings, (1) Elementary School Muhammadiyah students have a sufficient level of physical fitness, and (2) there are differences in physical fitness between students who actively participate in sports activities and students who are passive, particularly when playing games like gobak sodor. One of the methods employed in this study to promote the moral character and physical fitness of primary school kids is the age-old game of gobak sodor. Future studies should take into account the geographic regions, social contexts, and circuit games linked to related studies.

**Keywords:** gobak sodor · physical fitness · student character

## 1 Introduction

Through a variety of physical activities targeted at fostering a person's biological, intellectual, and emotional development, physical education is an important component of education as a whole [1, 2]. One of the best ways to improve one's quality of life is through exercise [3–5]. Regular and appropriate sports activities will have a positive impact on

the body for the improvement of body health and fitness [6–8]. Without exception, elementary school students must participate in sports activities to maintain their physical qualities and to follow the learning process inside or outside the classroom.

Exercise is something that a person does consciously in his free time to develop body, physique, and muscles while also focusing on his spirituality and maintaining a balanced mind for the athletes. Sport also requires paying attention to the activity itself so that what is done is beneficial at the physical and psychological level, not the least of which is the modification of the traditional games used for teaching.

Sport as a type of physical activity, especially for growing children, needs to be encouraged, supervised, and practiced consistently to ensure that their development is proceeding normally and assessed [9, 10]. Learning through play is one of the characteristics of elementary school children's participation in sports [11]. In learning physical education and sports prioritizing the principle of gestures or physique [12]. Basic movements are basic movements that develop in line with the growth and maturity level of children, especially elementary school students.

Play is a physical activity that, in elementary school, cannot be isolated from the study of physical education and health. Elementary school children are still often involved in play activities, even though it is good for their development and growth as students [13]. Playing can also prioritize a sense of belonging, teamwork, and cooperation [14]. The population of Indonesia varies in terms of religion, ethnicity, and culture in each region [15]. Not to mention the situation with the so-called traditional games or folk games [16–18]. The traditional games of each region are different from each other, have distinctive names, and adhere to different rules [19]. Folk games and traditional sports are considered cultural values by the Indonesian people's local wisdom.

The traditional game is the one that we inherited from our ancestors; all that is required is simple and affordable that is readily available [20, 21]. In addition, playing traditional games is safe and easy [22]. Playing traditional games instills sportsmanship and collaboration in addition to teaching the physical abilities to run, jump, and throw [23]. Play should be fun, exciting, and upbeat for kids so that learning objectives can be met as efficiently as feasible. While playing, kids desire to explore their surroundings, which is good for their growth and development.

Growth and development are the two main determinants of the fundamental capacity to move [10, 24, 25]. Of the two determining elements, it must still be supported by activities packaged in learning by the stage of child development. Child maturity is a characteristic that can affect the child's capacity to move normally [26]. The exercises incorporated into daily teaching will improve how children's basic movements are developed.

A young person who has strong basic movement skills will experience some benefits. This is because children's movement ability is very dependent on the basic movement skills they have [27–29]. A young child with strong fundamental movement ability will pick up new skills significantly faster than a child with weak fundamental movement ability [30]. Physical education teaching must be delivered appropriately periodically if children want to develop their basic movement skills [31].

By examining practical forms of movement, one can develop the foundation for all other motion skills. For the child's quality of life to improve, basic abilities are required

Group	Pre-test	Treatment	Post-test
Exsperimen	O <sub>1</sub>	X	O <sub>2</sub>

**Fig. 1.** *One group pretest and posttest design*

[32, 33]. Playing games is one of the methods to improve a person's physical and motor skills [34]. Games are a type of physical educational movement exercise. Playing games is one of the methods to improve a person's physical and motor abilities. Games are a type of physical education movement exercise. The process of learning through physical exercise, games, or sports chosen for further educational purposes is known as physical education. As a result, playing games or playing games has the same responsibilities and goals as physical education.

Predicated on the notion that game-based instructional techniques are essential for elementary school students to learn. Given the circumstances, the researcher modified the game Gobak Sodor and investigated whether it may help primary school pupils become more physically active and develop stronger character traits. The goal of this research is to determine if gobak sodor, a traditional game, may enhance children's character development and physical fitness at Muhammadiyah Baturan Special Program Elementary School.

## 2 Methods

### 2.1 Research Methods

The gobak sodor game is used in this research methodology to help pupils strengthen their moral character and physical fitness. Gathering empirical information on the effectiveness and efficiency of the gobak sodor game outcomes in enhancing the character development and physical fitness of Muhammadiyah Baturan Special Program Elementary School students. The one-group pretest and posttest design in Fig. 1 is used in the study methodology, which is experimental. The gobak sodor game model is the study's ultimate output, and it is intended to enhance kids' character development and physical fitness in primary schools.

Where:

- O<sub>1</sub> : pretest physical fitness and strengthen the character value
- X : an experimental group of application of the traditional game model of gobak sodor
- O<sub>2</sub> : Posttest physical fitness and strengthening of the character value

### 2.2 Data Collection Methods

Using collaborative observation approaches, which involve peer observation help, the researchers in this study conducted their observations. These field observations were made formally during the exercise. Elementary school students were tested on their

ability to prepare gobak sodor games to increase physical fitness, with tests including a 50-m run, push-up, sit-up, 1200-m run, and a vertical jump. Additionally, observations of the research process surrounding the use of traditional games to increase physical fitness and reinforce enduring character values were made. This test was given to the students at the beginning of the study to determine any physical deficiencies or character faults as well as their perceptions of religion, integrity, nationalism, collaboration, and independence. In addition, a pretest was given at the first session to assess the subject's baseline performance before treatment, and a posttest was given after the study to assess any changes. All Muhammadiyah Baturan Special Program Elementary School Karanganyar Central Java pupils served as the study's population and samples, with 15 male and 15 female students in each group. Purposive sampling is a sampling technique that considers the character development and physical fitness of pupils, specifically fourth and fifth graders at Muhammadiyah Baturan Special Program Elementary School.

### 2.3 Statistical Analysis Methods

Quantitative data analysis approaches are applied, starting with statistics reflecting physical fitness and character value construction based on pretest and posttest findings. The standard averages and variations specified in the research description can be used to determine other categories of character value development and physical fitness scores. The statistical program for social sciences (SPSS) version 26.0 was used to manage the data from the pretest and post-test. Additionally, inferential analysis was used to assess the sample data, and the conclusions were then applied to visitors who came to test the theory.. Before the hypothesis is explored, the Kolmogorov-Smirnov Normality Test, commonly referred to as a data precondition test, is performed to determine whether the data are normally distributed. If  $\text{sig (2-tailed)} = 0.5$  and the latter tests the statistical hypothesis with the restriction that if  $t_{\text{table}} > t_{\text{count}}$  then  $H_0$  is accepted and  $H_a$  is rejected, it shows that the administration of the gobak sodor game does not affect the student's development as a physically fit person or as a person of character. Conversely, if  $t_{\text{count}} > t_{\text{table}}$ , then  $H_0$  is disqualified and  $H_a$  is accepted, demonstrating that there is a factor influencing the employment of conventional games to improve primary school students' morals and readiness for service.

## 3 Results and Discussion

The outcomes of a descriptive analysis, which includes average scores, standard deviations, and other metrics in Table 1, show the conclusions of this study on the influence of playing traditional games to build the fitness and character of primary school students.

The outcomes of the descriptive interpretation in Table 1 demonstrate that there are variations between the pretest and posttest periods in the influence of the Muhammadiyah Baturan Special Program Elementary School, the average level of physical fitness, and the development of character values. The fact that participants achieved average character pretest and posttest scores of 399.30 and 115.20 points, respectively, as well as average physical fertility pretest and posttest scores of 209 and 393 points, respectively, demonstrates this. As a result, there might be factors that influence how traditional games

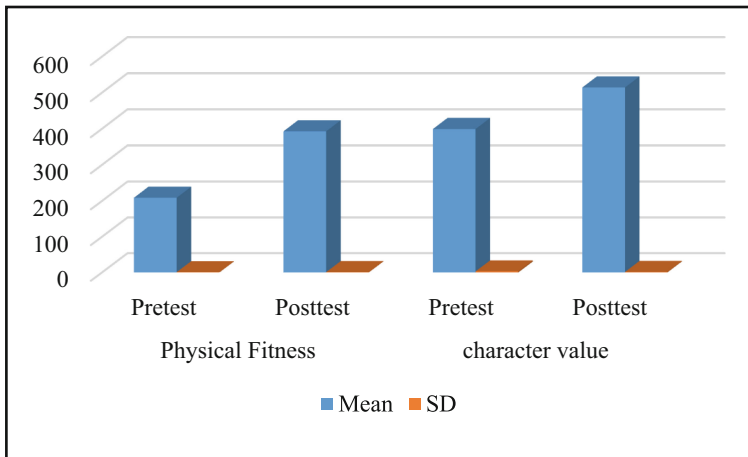
**Table 1.** Frequency Descriptive Analysis Results

Variables	Group	N	Mean $\pm$ SD
Physical Fitness	Pretest	30	209 $\pm$ 0.96
	Posttest		393 $\pm$ 1.03
Student character	Pretest	30	399.30 $\pm$ 3.05
	Posttest		514.50 $\pm$ 1.59

are used to mold the character and preparedness for the services of primary school kids. Figure 2 displays the outcomes of the descriptive analysis of frequencies;

After a full explanation of the findings of the descriptive analysis, the data normality test is carried out as a necessary step before the research hypothesis is tested in Table 2.

It was found to be higher than the value of  $= 0.05$  based on the findings of the data normality test in the Kolmogorov-Smirnov Z (KS-Z) value table in the complete data group. Thus, it may be said that the study's sample originated from a population with a regularly distributed population. This finding implies that the assumptions put forward in this study can be tested using parametric statistical analysis. The findings

**Fig. 2.** Pretest and *posttest* results of physical fitness and student character scores**Table 2.** Kolmogorov-Smirnov Z normality test results

Statistics	Physical Fitness		Character Value	
	Pretest	Posttest	Pretest	Posttest
Number of Samples	30	30	30	30
Kolmogorov-Smirnov Z	0.214's	0.205	0.167	0.157
Asymp. Sig. (2-tailed)	0.091	0.082	0.071	0.087

**Table 3.** Significance test recapitulation (t-test)

Variable	<i>t</i> -count	Sig.	<i>t</i> -table	
			5% (0.05)	10% (0.1)
physical fitness pretest and <i>posttest</i>	17.135	0.000	1.699	
<i>pretest</i> and <i>posttest</i> student character values	10.619	0.000	1.699	

of the hypothesis test to determine the significance of the use of traditional games to improve the fitness of services and the character of elementary school pupils can be seen in Table 3 when the test criteria are met.

The *t*<sub>count</sub> values of 17.135 and 10.619, as well as *t*<sub>table</sub> (29(10);0.05) of 1.699, were determined based on the examination of the t-test correlation coefficient in Table 3. According to these results, H<sub>0</sub> was rejected and H<sub>a</sub> was accepted since there was a very strong association (t-test) between the student’s character value reinforcement and the physical fitness pretest and posttest. Thus, it can be inferred that there are notable variations in the impact of applying traditional games to enhance the building of character qualities in primary school kids and their physical fitness. This shows that when the coefficient is applied to a sample of 30 students, it can be extrapolated or applied to the full student body.

According to the study’s findings, using the old-fashioned game of gobak sodok to teach elementary school pupils character and fitness is a good idea. Research findings that show a strong impact on the application of traditional games to enhance the fitness of services and character of elementary school pupils confirm these findings. His research revealed that the usage of traditional games can be used to enhance the character of tolerance in Physical Education subjects, which confirmed the study’s findings [35]. In particular, research by Yara and Taufik was played out in the following ways: 1) By becoming accustomed to the anti-entry class culture, using the restroom, eating lunch and snacks, and reviewing their work, students can improve their sense of discipline. 2) Factors that promote and inhibit the culture of queuing, factors included with the learning topic, the existence of phanism, binding (required), and program sustainability. The culture of queuing encourages a disciplined attitude toward students. A few factors are impeded: initiatives from the school have not been carried through at home, and some kids still don’t know about them [36].

Traditional children’s games are designed to allow players to experiment with and reproduce traditional game formats into native dances. The emphasis on creative learning carried out by students in dance extracurricular activities used during the study is one of the stages of this fundamental activity. As part of its learning activities, the school also combines the stages of praying, singing the national anthem, and independent and creative learning and appreciation to develop students’ moral character towards their religious beliefs, nationalism, independence, cooperation, and integrity. This learning phase is always used to teach young people excellent character so that they become ingrained in everyday life [37].

Making traditional game activities a fun learning approach and supporting infrastructure are two ways to promote character education through traditional games [38].

To incorporate various learning models that can increase student learning motivation, effective and entertaining learning innovations need to be applied occasionally [39]. Traditional games (kinesthetic games, dexterity games) for early childhood are a step for the development of all aspects, especially physical activity and learning motivation. Learning strategies through traditional games in physical learning have a significant impact on improving physical fitness and student learning motivation [40].

Traditional games are an excellent approach to encourage students' physical activity when instructing physical workers and can be utilized as an alternate learning tool for examiners [41]. Physical education can help kids develop their motor skills, physical abilities, knowledge, and values (attitudes, mental, emotional, spiritual, and social) in a balanced way [42, 43]. Of course, consistent and regular traditional exercise is required to increase physical fitness, and each study has shown that the better the exercise, the better the benefits for the student's physical fitness [44].

According to the results of many past studies, there hasn't been any research on the use of the traditional game of gobak sodor to improve the character traits and physical fitness of students. Integrity, religion, nationalism, independence, and cooperation are just a few of the future issues that the implementation of Pancasila, the three pillars of the mental revolution movement, local knowledge values, and future issues, strengthen the students' character values, which are comprised of the five main values. Thus, it may be concluded that one approach to denigrate the moral character and physical state of elementary school students is through the game of old gobak sodor. The results of the Nasta et al. investigation (2021) show that the gobak sodor game necessitates intense player collaboration [45]. Although the game is played in teams, each player's duty is essential to avoiding opponents and winning games. Playing gobak sodor has the benefit of fostering in players a sense of sportsmanship and loyalty.

Traditional games are replete with basic pleasure-inducing components and cultural values. The child's development in the future may benefit from this. Children can express delight, freedom, and fun when they play traditional games because they will feel free to do so without feeling under any pressure. Playtime activities are another technique to increase character values and physical fitness. The Nawacita initiative aims to improve national character education. The Ministry of Education and Culture must follow Presidential Regulation Number 87 of 2017 about Strengthening Character Education while implementing character education strengthening programs (CESP) in schools, families, and communities [46]. Four facets of the philosophy of education are implanted in character education (heart, sports, initiative, and thought), and character development is centered on five main principles (religiosity, integrity, nationalism, cooperation, and independence) [47].

## 4 Conclusion

The results of the study show that the traditional game of gobak sodor has a significant influence on the character development and physical health of elementary school kids. To promote physical exercise among primary school pupils taking part in the Muhammadiyah Baturan Special Program and to foster a sense of national identity and teamwork, this study focuses on the usage of traditional games. Collaboration between

parents, educators, and other important parties is necessary to develop children's character both within and outside of the classroom. To completely comprehend models, pedagogies, psychological, and psychosocial variables, additional research is nonetheless required. Student character development and physical fitness improvement are linked to sports and physical education.

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