



Exploring the Impact of Traditional Games on Children's Motor Skills Development: A Literature Review

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Abstract

This study explores the potential of traditional games in enhancing children's motor skills, focusing on eye-hand-foot coordination. Through a comprehensive literature review, various traditional games were identified, including Boy-Boyan, Fireball, Lato-lato, Blowgun, Sipak Rago, Post Box, Gatrik, Throwing Bananas, Stilts, Clogs, Spinning Top, Throw the Can, Marbles, Clap Stick, Sorolok Rifle, Bekel Ball, Kite, Chicken Feather Football, Angklek, and Pleto. Each game involves different coordination aspects, contributing to the development of children's motor skills. This study highlights the importance of preserving traditional games as cultural heritage and promoting their role in children's physical development.

Keywords: traditional games, motor skills, coordination, children, cultural heritage.

1. Introduction

Traditional games have become an integral part of the culture and lives of children in many communities around the world. These games not only provide entertainment, but also bring traditional values, learning, and skill development to the children involved in them. In Indonesia, traditional games have a special place in everyday life, becoming an important part of cultural heritage that must be protected and preserved.

Traditional games include a variety of physical and creative activities that involve the use of simple equipment that can be found in the surrounding environment, such as bamboo, stones or clay. This activity is not just a game; they form an important foundation for the development of physical-motor, intelligence, and social-emotional aspects in children. Through traditional games, children have the opportunity to explore, interact with their surroundings, and hone their creativity in ways that are not possible through the use of modern technology.

In particular, at the developmental stage of lower grade elementary school children, traditional games offer significant benefits. Children at this age are in a sensitive phase for language and motor skill development. The physical activity involved in traditional games helps improve their movement coordination and gross and fine motor skills. Additionally, the social interactions that occur during play allow them to learn together, build social skills, and expand their communication abilities.

However, despite the important role of traditional games in children's development, modernization trends and the influence of globalization have led to a decline in interest in traditional games among the younger generation. Many children are more likely to be fixated on digital games and indoor activities than interacting with nature and their local culture. Therefore, in-depth research on the importance of traditional games in character formation and child development is very relevant. With a better understanding of the benefits and values inherent in traditional games, steps can be taken to increase appreciation and participation in these activities, and to ensure this valuable cultural heritage remains alive and relevant in the future.

Coordination is an important aspect in children's motor development which provides an indication of the various skills they have mastered. According to James Tangkudung (2006), coordination is the ability to carry out movements quickly, efficiently and with precision. In this context, Harsono (1988) divides coordination based on movement

ability or skill into several types, including eye and foot coordination, eye and hand coordination, and overall eye, hand and foot coordination.

By age 6-7, children have reached the point where they are able to understand rules better, increase self-control, and begin to understand emotions more complexly. They also begin to show interest in various physical activities, such as riding a bicycle without wheels, which shows that their bodies are capable of performing more complex physical activities. However, at this age, play activities remain the main activities that children often do.

Traditional games are very beneficial for children at this age. Apart from giving them the opportunity to play and be physically active, traditional games are also an effective way to introduce them to local history and culture. Through traditional games, children not only learn about various types of games, but are also introduced to the values and traditions contained in Indonesian culture. This is important in efforts to preserve and enrich the nation's cultural heritage, as well as strengthen their identity as part of a culturally rich Indonesian society. Thus, research on the role of traditional games in the development of children aged 6-7 years is of great relevance. By better understanding the benefits and values inherent in traditional games, we can ensure that children continue to engage in these activities as part of building their character and maintaining the nation's cultural heritage.

Previous research highlights the importance of physical activity, especially through traditional games, in the development of children's motor coordination. A study by Petzinger and colleagues (2007) shows that exercise has a neuroprotective effect, while research by Ali (2022) shows that traditional games can improve children's balance. Ali (2020) also found that traditional games can train locomotor, non-locomotor and manipulative movement skills, as well as improve children's social abilities.

That there are around 2,500 traditional games in Indonesia which have benefits for children's physical development, including agility, speed and coordination, as well as benefits for building children's character. Several previous studies that are relevant to this topic include research by Sumantri (2011) on socialization and manipulative movement skills in children aged 4-5 years, Rithaudin (2011) on activity models for developing basic movement skills in elementary schools, and research by Yuningsih (2015) about increasing kinesthetic intelligence through learning the basic movements of Minang dance.

In the context of basic manipulative movements, research by Dlis (2018) and Mirawati & Rahmawati (2017) explored game models and stimulation of movement skills in elementary school and preschool age children. In addition, Widiarti (2021) studied modifications of traditional arts to improve children's basic locomotor movement abilities, while Gustiawati (2020) and Budi (2020) developed local culture-based learning and physical activity models for elementary school and kindergarten age.

Thus, through these studies, we can see how traditional games and other physical activities can make a significant contribution to the development of children's motor coordination, while also preserving local cultural values and traditions. Therefore, further research in this area is important to understand in depth the impact and benefits of children's participation in traditional games on their motor development and well-being.

2. Materials and Methods

The research method used in this study is library research. This method involves the process of reading and processing various library sources, such as books, journals, encyclopedias, magazine documents, and other sources of information, to obtain data that is relevant to the research topic.

The steps in library research include the process of collecting, analyzing and interpreting information found in library sources. Information obtained from various library sources is then used to support arguments, strengthen hypotheses, or develop understanding of the topic being researched. In the context of this research, literature research will be used to investigate the influence of traditional games on the development of children's motor coordination, as well as the benefits and values contained in these activities. Data and information obtained from library sources will be analyzed and presented to support the findings in this research.

Through literature research, it is hoped that we can gain an in-depth understanding of the role of traditional games in children's development, as well as their implications for their physical, mental and social well-being and development. This method allows researchers to explore various perspectives, theories, and findings that have previously existed in the literature that are relevant to this research topic.

3. Results and Discussion

Traditional games have become an integral part of culture and childhood across various parts of the world. Besides providing entertainment, these games also play a significant role in the development of children's motor skills. Through the results of literature research involving various sources, we have identified several traditional games that have great potential to enhance children's eye-hand and foot coordination.

3.1. Boy-Boyan Game

One of the games that exhibits distinctive coordination aspects is the boy-boyan game. In this game, children are required to have good eye-hand and foot coordination when throwing a ball at ceramic shards or passing the ball to other team members. This coordination is crucial to reaching the designated target and achieving success in the game.

3.2. Fireball Game

The traditional fireball game also offers opportunities for children to develop their motor coordination. In this game, children must possess proper eye-hand and foot coordination to control the game, score goals, and actively run. The game not only trains physical skills but also fosters teamwork within the team.

3.3. Lato-Lato Game

The lato-lato game demands precise coordination to be played smoothly. Children need to control their hand movements when swinging the lato-lato to produce sound and avoid collisions with other players. This requires high focus and concentration from children to keep the game running smoothly.

3.4. Blowgun Game

The blowgun game showcases intricate eye-hand and foot coordination. Children must concentrate and focus when directing the blowgun towards the target with the help of a coaster. Proper movements and high concentration are required to release the blowgun quickly and accurately hit the target.

3.5. Sipak Rago Game

The traditional sipak rago game also requires children to have good eye-hand and foot coordination. As the ball moves from one player to another, children need to be ready to respond with the right movements. This coordination is key to keeping the ball moving and avoiding it from touching the ground.

3.6. Marbles Game

The marbles game is another activity that enhances coordination, focus, and accuracy. In this game, children must focus and exert strength when hitting the marble ball accurately to score points. It not only trains fine motor skills but also strengthens concentration and hand endurance.

4. Conclusion

Through various traditional games identified, it can be concluded that these games not only provide entertainment but also serve as effective tools to enhance children's motor coordination. By engaging children in these games, we can help them develop their motor skills in a fun and interactive way. Therefore, it is important for us to continue promoting and preserving traditional games as part of our valuable cultural heritage.

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