

EVALUATION OF THE ROLE OF ENKLEK TRADITIONAL GAMES IN IMPROVING LEARNING QUALITY IN CHILDREN

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Abstract

Childhood should be fun, full of joy and play, so that it is always remembered by every individual. Humans develop through experiences and interactions with the environment, especially family. Babies who receive positive stimulation from parents tend to be emotionally responsive children. Recent research on the brain reveals three main findings, one of which is that an individual's learning ability is influenced by the interaction between genetic factors. Data compilation in this community service uses Interview actions. The meaning is Interview is the process of extracting information between the interviewer and the respondent which aims to obtain the required data. After carrying out this KKN service For the Subject, namely the learning conditions at SB Kubu Gajah located at Muhammadiyah University of Surakarta with zoom meetings. In this study, interviews were conducted with teachers to determine the quality of learning of SB children Based on the results of the interview, After implementing traditional game media in learning activities, SB Kubu Gajah teachers After the use of traditional game media in learning, there was a significant increase in the quality of the teaching and learning process. The classroom atmosphere became more lively and interactive, so that students seemed more excited and enthusiastic in participating in learning. The research results conclude that the use of traditional games in learning has a significant positive impact on the quality of the learning process, student engagement, cognitive development, social skills, and character building. This method not only makes learning more enjoyable and meaningful, but is also effective in supporting the achievement of learning objectives.

Keywords: *Traditional Games ; Learning Quality ; Children*

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INTRODUCTION

Childhood should be fun, full of joy and games, so that it will always be remembered by every individual. Humans develop through experiences and interactions with their environment, especially their family. Babies who receive positive stimulation from their parents tend to become emotionally responsive children. Recent research on the brain reveals three main findings, one of which is that an individual's learning ability is influenced by the interaction between genetic factors and the nurturing environment they receive.

Childhood is an important period in human growth and development. This period is marked by important stages in a child's life until their final development. There are several concepts related to this period, including exploration, identification/imitation, sensitivity, and play (Nisa, 2023). Elementary school is a time when students need to play more than sit still. Playing makes the heart happy and is an important part of life, especially for students. Play activities are a key characteristic inherent to them. Playing has a positive impact on students, such as developing physical, motor, social, and emotional aspects, as well as improving skills and achievements. In addition, playing also encourages students to be physically active and become more skilled in communication (Ariyanto et al., 2020).

According to Sudarmanto et al., (2021), Learning is a process of interaction between students and educators, and learning resources from early childhood to higher education. To create optimal learning, the roles of educators, media, facilities and infrastructure, and student readiness are required. Learning activities encompass affective, cognitive, and psychomotor aspects. These three aspects need to be interconnected to create a conducive classroom atmosphere, making the learning process more enjoyable and stimulating learners' creativity.

According to Anastasiadis et al., (2018) Traditional games have a long history in education and have always been a part of the human learning experience, whether in formal or informal settings. Traditional games, According to Nasrulloh et al. (2024), foster social interaction, are related to social and sporting contexts, and place an emphasis on art, culture, enjoyment, relaxation, and challenge. Play itself encourages children's potential and growth in a supportive environment. Traditional games promote respect, self-control, social interaction, empathy, rule-following, and adaptability. These games act as a crucial educational tool for children's self-development, including language skills, morality, socialization, communication, innovation, confidence, imagination, and intelligence

Play provides relaxation, helps children regulate their emotions, and develops social and gross motor skills in line with their development. Play enhances social and emotional management skills, builds culture, and instills values through the fun and challenges of traditional games. These activities develop children's imagination and creativity through physical motor, cognitive, language, social-emotional, and artistic aspects. Traditional games enhance social interaction and enrich language skills through verbal and non-verbal socialization. These games are an effective learning method for child development (Kusumadinata et al., 2023).

According to Jariono et al., (2022), The importance of physical motor development is on par with that of other areas of development. As the achievement of particular motor milestones is often seen in early childhood, motor development can be utilized as the initial standard to assess a child's growth and development. It is well known that gross motor development in early childhood is characterized by the acquisition of new skills (Airaksinen M. et al., 2023).

Sanggar Belajar Kubu Gajah, located on the Kuala Lumpur Peninsula, is a community school for Indonesian children aged 5-12 years. In 2025, there were 30 children enrolled in learning activities at this center. However, based on initial observations, it was found that the learning environment at Sanggar Belajar Kubu Gajah did not meet ideal standards. Limited learning facilities, lack of access to educational aids, and minimal activities involving local cultural aspects are some of the factors that affect the effectiveness of the learning process.

As an effort to improve the quality of learning, one of the programs focused on in the Community Service Program (KKN) at the Kubu Gajah Learning Center is the introduction and implementation of traditional games. Traditional games were chosen because, in addition to being a form of cultural preservation, they have also been proven to have significant educational benefits. Traditional games, such as engklek, not only train children's motor and cognitive skills, but also reinforce social values such as cooperation, sportsmanship, and discipline.

According to Mahardika (2019), traditional games are activities that have high cultural value because they are passed down from generation to generation. In addition to being entertainment, traditional games are also a means of education that trains children's patience, concentration, and self-control. According to Artika (2020), traditional games stimulate children's cognitive development, empathy, and social awareness. This makes traditional games relevant as an effective alternative learning medium.

To ensure that this program can be implemented optimally, a comprehensive evaluation of the learning environment at the studio is necessary. This evaluation aims to identify existing weaknesses and potential, so that appropriate strategies can be designed to create a better learning environment. Evaluation is also important to ensure that traditional games programs are not just additional activities, but also contribute directly to improving the quality of education for children at the Kubu Gajah Learning Studio.

METHOD

Data collection in this community service project was conducted through interviews. According to Damayanti et al. (2022), an interview is a process of gathering information between an interviewer and a respondent with the aim of obtaining the required data. After conducting this community service program for the subject, namely the learning conditions at SB Kubu Gajah, located at Muhammadiyah University Surakarta, a Zoom meeting was held. In this study, interviews were conducted with teachers to determine the quality of learning of the children at SB Kubu Gajah after conducting traditional Engklek game learning.

The objects of this study are the traditional game of engklek and the quality of learning in children. This study focuses on how the game of engklek can affect the quality of learning in children at Kubu Gajah Learning School (SB). The research subjects were taken from one teacher at Kubu Gajah Learning School in Malaysia in 2025 through a Zoom meeting.

This study focuses on evaluating the use of the traditional game of engklek to improve the quality of learning among children at SB Kubu Gajah, Malaysia. Therefore, this activity was carried out in several stages, namely:

Table 1. Sequence of Activities

NO.	Activites	In January 2025
1st	Research Planning	7
2nd	Reseach Permits	15
3rd	Implementation	24
4th	Data Processing	25
5th	Report Preparaton	25

RESULT AND DISCUSSION

This activity took place over several days, from January 7 to 25, 2025. The first activity was to plan the research by preparing materials for interviews. The second activity was to obtain research permission from the Kubu Gajah SB teacher after the planning stage. The third activity was to conduct interviews with the Kubu Gajah SB teacher. The fourth and fifth activities involved data processing and report writing after the interviews with the Kubu Gajah SB teacher were conducted. The process consisted of 1) data reduction, 2) data presentation, and 3) drawing conclusions that showed that the traditional game of engklek made the children of SB Kubu Gajah feel cheerful, enthusiastic, and motivated to participate in learning activities. The report compiled in the fifth activity will be used as evaluation material to improve the quality of learning at SB Kubu Gajah.

Based on the interview results, after using traditional games in teaching, teachers at SB Kubu Gajah saw a clear improvement in the quality of the teaching and learning process. Classes became more dynamic and interactive, so students showed more enthusiasm and excitement in participating in lessons. Traditional games provided a new and fun atmosphere, which indirectly helped students better understand the material being taught because it was related to activities that they found enjoyable and familiar.

Student participation has increased overall. Not only those who have been active from the start, but also students who are usually rarely involved, have

begun to show interest and participate more deeply in learning activities. This proves that traditional games can attract the attention of all students. They not only listen, but also play an active role in the learning process. This situation supports the creation of a more collaborative and lively learning environment.

In cognitive development, traditional games have a very positive effect. Engklek teaches strategic thinking, logic, precision, and decision making. Children learn from direct experience, which can improve their memory and critical thinking skills. In addition, they also practice staying focused, being patient, and solving problems in specific situations while playing.

Not only cognitive development, but students' social aspects also improve through traditional games. When playing in groups, students are required to interact, learn to cooperate, respect one another, and resolve differences in a positive manner. These activities strengthen social skills that are essential for their daily lives, both in and out of school.

In terms of character development, traditional games play a significant role. Children can understand and obey the rules of the game, practice self-discipline, take responsibility for the roles they play, and appreciate teamwork. Teachers monitor this progress by observing directly, making anecdotal notes, reflecting with students, and giving light assignments after play. Thus, not only do students' academic abilities improve, but so do their attitudes and behavior in everyday life.

Student responses regarding the implementation of traditional games showed positive results. They felt happier and more motivated to learn. Many expressed their hope that this method would be used more often. In general, traditional games are considered very helpful in achieving learning objectives, both in cognitive, affective, and psychomotor aspects. In the future, teachers recommend that the use of traditional games continue to be increased, supported by the creativity of teachers and good facilities from the school so that the learning process becomes more meaningful and enjoyable.

Discussion

The use of traditional games in learning has shown good results in the quality of the teaching and learning process. This is in line with active learning methods, where students not only receive information, but also play an active role in investigating and understanding the material. Teachers have found that traditional games can create a more enjoyable classroom atmosphere and encourage students to learn with more enthusiasm.

According to Indarto (2018), an innovative teacher can generate new ideas or modify existing ones to present them in a more interesting way. This makes students feel happy when attending lessons. This is because elementary school students have good potential to develop and recognize their interests and talents (Indarto, 2014). Therefore, the quality of learning in classrooms that apply enjoyable methods is very important in the teaching and learning process (Pujiriyanto, 2021). This has a positive impact on the gross motor and cognitive abilities of children at an early age and makes the learning process more interesting and engaging (Prawira, 2021).

The success of this approach in fostering an active learning process that involves everyone is demonstrated by the rising participation of students. The learning process is deemed successful when students are able to develop their own understanding through direct experience. Traditional games provide students with firsthand experience of learning, rather than just theory, which helps them gain a deeper and more contextually relevant understanding. The variety of learning experiences in PE ensures the bettering the person's and the world's spheres of influence. The student's motor conduct is emotional, intellectual, motor, and. Relational (Ribas et al., 2023).

From a cognitive development perspective, it has been proven that traditional games train several important aspects such as focus, logic, and problem-solving skills. Uninteresting learning situations can reduce children's attention and make it difficult for them to understand lessons. Engklek, as one of

the traditional games, is not only entertaining but also stimulates strategic thinking and planning skills (Violita, 2020).

Based on empirical research, it was found that traditional games can significantly improve children's abilities. Their abilities in communication, cooperation, sportsmanship, strategy development, and physical skills such as running, jumping, and balance can all develop well. In addition, it has been proven that traditional games also have a positive impact on the intelligence of children in Indonesia (Subagio et al., 2024).

The generally positive responses from students indicate that teaching methods that incorporate traditional games are well suited to the needs and learning styles of today's students. Support from schools in the form of providing equipment, training for teachers, and creating safe play areas will greatly help to ensure that this practice continues (Isnaini, 2022). Therefore, traditional games are not just fun activities, but also effective and relevant tools for achieving overall educational goals.

CONCLUSION

From the results of the study, it can be concluded that the application of traditional games in learning activities has a clear positive effect on the quality of the learning process, student participation, thought development, social skills, and character building. This method not only makes learning more enjoyable and meaningful, but also effective in helping to achieve learning objectives. Therefore, traditional games should be preserved and developed as an alternative learning medium that is relevant, creative, and in line with the growth needs of students.

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