

# Traditional Egrang Game: Improving Students' Static Balance

*By Siti Hajar Nurhasanah .*



## Traditional Egrang Game: Improving Students' Static Balance

Siti Hajar Nurhasanah<sup>1</sup>, Mashud<sup>2\*</sup>, Herita Warni<sup>3\*</sup>

<sup>1,2,3</sup>Master Program In Physical Education, Universitas Lambung Mangkurat Banjarmasin.

Indonesia

\*Corresponding Author: [mashud@ulm.ac.id](mailto:mashud@ulm.ac.id), [h.warni@ulm.ac.id](mailto:h.warni@ulm.ac.id)

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### Abstract

**Study Objective.** The study aimed to determine the appropriate learning method to improve students' static balance.

**Materials and Methods.** This study used the Kemmis model of PTK method with phases: preparation, implementation, observation, and reflection. Data collection instruments with static balance measurement standing stork test. The target population in this study were all fifth grade students of SD Negeri 3 Batu Tungku, Panyipatan District, the target population was the fifth grade of SD Negeri 3 Batu Tungku, totalling 7 people consisting of 2 men and 5 women. In this study will use consists of data analysis techniques with static balance norms and then proceed with the percentage formula.

**Results.** Based on the results of data analysis, it can be seen that there is an increase in learning outcomes through two cycles according to the research data. Data analysis of first cycle completeness was 14.28% and second cycle completeness was 71.57%.

**Conclusion.** The results of research analysis based on data show that traditional Egrang games can be used by educators in choosing learning methods used to improve the ability of static balance skills of students, especially at the Dasa School level.

**Keywords:** Learning Variation, Classroom Action Research, Static Balance, Egrang Traditional Game

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### Introduction

Physical Education Sports and Health (PJOK) in learning is essentially an integral part of the education system in general (Penjakora et al., 2021). Physical education improves physical health, increases work efficiency, and improves human character (Hayati, Akbar Fauzan, & Wahyu, 2023). Sport as a tool to maintain and foster health (Musthofa, Muhammad Wiyanto, Agus Setiawan, 2019). But the implementation of PE in Indonesia is hampered by inadequate facilities and infrastructure (Mashud et al., 2024). Based on the busyness, preoccupation and thirst for 'Worldly' life often causes people to become less mobile so that they lack physical activity which causes low physical fitness (Suryadi et al., 2023). In physical fitness material, one of which students will learn a combination of dominant movement patterns

where in this material students will carry out learning activities in which there is learning material about resting and balance that will be learned by students at the elementary school level (Hardinata et al., 2023). In physical education, there are several elements in physical fitness that need to be considered including strength, agility, speed, balance, muscle power, flexibility, accuracy, reaction and coordination (Faridah, Kasih, Nugroho, & Widianingsih, 2023).

Translated with DeepL.com (free version) Balance can be defined as the state of an object, namely the body against the action of the resulting load that can be controlled and controlled by the body, so that the working movement is zero (Fachrezzy, Maslikah, Safadilla, Reginald, & Hendarto, 2021). There are two types of balance, one of which is static balance. Static balance is the ability of a person's body to be able to maintain balance at rest (Nugroho, 2023). Static balance is a state of body position to maintain the position of the body in a state of motionless silence, while dynamic balance is the body's ability to maintain the position of the body centre in a moving or changing position (Rahmawati & Huda, 2018). So it can be concluded and stated that static balance is an ability of a person's body in a state of rest that must be possessed.

Traditional sports can provide an educational role for learning while playing, to understand the abilities possessed through game tools that can stimulate intelligence (Murdiono, Suyato, Rahmawati, & Aziz, 2020). The implementation of learning and the implementation of traditional sports can be carried out systematically, the learning process at the primary school level must always be improved, both from science and in the field of sports (Rusli, 2022). Traditional sports to improve students' abilities through educational learning, where students will be given an understanding of the implementation of traditional sports and how to implement them. Primary school students have many obstacles in this modern era, many students do not understand traditional sports how to form and how to implement them, by utilising these sports as a medium for educational learning, using traditional game tools, so that it will cause joy and the social spirit of children (Rusli, 2022).

Balance in children really needs to be improved, so that mastery of children's balance will produce optimal motor movements. The development of children's movements will certainly be much better if children are given a stimulus that involves physical activity in the form of movements, such as standing on one leg for a certain period of time, but when the child closes their eyes they have difficulty balancing (Ambar Setiana Darma Sari, Wijayanto Syaifuddin, Sayyid Ali Rahmatullah Tulungagung, & Negeri, 2022). Traditional games are a form of game and sports activities that grow from the routines of a particular population. Furthermore, traditional games are often used as a type of game that has regional characteristics from local cultural traditions (Mujtahidin & Rachman, 2022).

According to (Nugroho, 2023) there are several problems that can be identified as problems with learning PE teaching and learning activities in elementary schools, including the following: 1. There are still PJOK teachers at the elementary school level who do not provide physical fitness material, especially in balance. 2. The existence of elementary school PJOK teachers who are more directed and focused on mastering one and several sports, so that PJOK teachers forget the essence of the child's own movement needs, namely the fulfilment of the basic physical conditions of students who can make the foundation in doing activities for the child himself. In the field of PE, the participation of related components, especially sports teachers, is very important in achieving holistic education goals (Mashud et al., 2023) In accordance with that, as for the problems in students of State Elementary School 3 Batu Tungku, the dominant movement pattern material, namely balance, is still low.

Based on the existing problems, the researcher will apply the traditional egrang game as an effort to improve the balance ability of students. This traditional game really requires very high balance skills, because for the operation or how to play in the egrang game like people

4  
walking in general using bamboo or coconut shell media (Nugroho, 2023). The egrang game requires skill and body balance when riding it. Egrang is made of 2 bamboo or wooden sticks with a length of approximately 2.5 metres. Players stand on it to maintain balance so as not to fall. The player who can get to the finish line first without falling, will be the winner (Satriawan, Amar, & Fitriani, 2023). With the background of this research problem, therefore, with the creativity of the PE teacher in preparing plans and teaching programmes such as egrang games from the preparation stage, implementation stage and closing stage, so that with the egrang game-based learning method given to students, it is hoped that it can improve the ability of students' static balance skills and be able to improve the final results of the achievement of the Minimum Completeness Criteria (KKM). Research by (Nugroho, 2023) provides empirical evidence of the effectiveness of the egrang learning method by applying egrang games for 6 weeks. Researchers will focus their research on the egrang learning method in order to improve students' balance skills, which are often unsatisfactory results for PE teachers.

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**Materials and Methods**

**Study participants.**

The target population in this study were all fifth grade students of SD Negeri 3 Batu Tungku, Panyipatan District, the affordable population was the fifth grade of SD Negeri 3 Batu Tungku which numbered 7 people consisting of 2 men and 5 women, In this study using total sampling. Total sampling was chosen because the population is relatively small and allows it to be studied as a whole. Participants in this study were all fifth grade students of SD Negeri 3 Batu Tungku who fulfilled the following criteria: 1) Aged 10-12 years 2) Registered as a fifth grade student of SD Negeri 3 Batu Tungku in the 2023/2024 school year 3) Physically and mentally healthy 4) Get permission from parents/guardians.

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**Study organization.**

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The PTK design is made using Stephen Kemmis and McTaggart's design, which includes four components in each step: 1) preparation, 2) action, 3) observation, and 4) reflection (Ahwan & Basuki, 2023), this preparation stage the research will prepare starting from the Learning Implementation Plan and making coconut shell egrang and bamboo egrang. At this stage the researcher implements the learning model based on the Activity Implementation Plan or RPP, the researcher uses a learning cycle with two meetings, according to (Nirta, 2019) the following cycle figure 1 in this study:

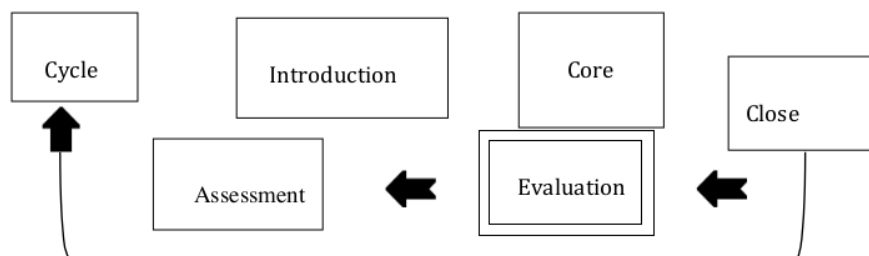


Figure 1: Learning cycle

In this study, in addition to using the learning cycle, researchers also used treatment or treatment to respondents. This study uses independent variables and independent dependent variables. While in the final implementation stage (Pretest) of this study is to use the student's body balance skills test, and will use quantitative data analysis. So with this, researchers will

obtain field data or empirical data and analyse research data in order to find out how much the influence of the egrang game model increases to improve children's body balance.

**Statistical analysis.**

In this study using a data analysis technique that will be used by researchers using static balance test norms where students must be able to hold and maintain their body balance as long as possible. According to (Rubiyanoto et al., 2023) the static balance test norm table:

**Table 1.** Static balance test norms (Nurhasan, 2008)

No	Test Implementation	Observation	Category
1	Eyes open	Body shake	Very less
2	Eyes closed	Shaky body	Less
3	Eyes open	Body does not shake	Good
4	Eyes closed	Body does not shake	Very good

Furthermore, researchers will use data analysis by using this data analysis, researchers can find out the percentage of the success of traditional egrang games on improving the ability of static balance skills of class V students at State Elementary School 3 Batu Tungku, Panyipatan District, Tanah Laut Regency in the 2023/2024 school year. According to (Nugroho, 2023) said that in the formula that can be used in finding the percentage. The percentage formula used by researchers in quantitative data is:

The formula used

$$p = \frac{F}{N} \times 100$$

Description:

p = Percentage

F = Frequency sought

N = Number of samples

After calculating the percentage of quantitative data, the data can then be interpreted into several categories. According to (S. A. Saputra et al., n.d.) states that in determining the percentage category quantitative data can be categorised with the following intervals:

**Table 2.** Quantitative data percentages (Mackenzie, 2005)

Interval	Category
81-100%	Very Good
61-80%	Good
41-60%	Fair
21-40%	Less
0-20%	Very Poor

In the balance test the respondents must be able to maintain their body balance in other words the respondents must be able to maintain their body balance. Time will start when the

respondents are ready to do the balance test and time will be stopped if the respondents cannot hold their body balance.

### Results

This research was conducted on 24 April-15 May 2024 at State Elementary School 3 Batu Tungu, Panyipaan District, Tanah Laut Regency in the 2023/2024 school year and obtained data results based on the initial observation implementation stage. Testing at the initial test stage aims to see whether the data to be obtained in the field is really suitable for research or not, at the stage of implementing initial observations the researcher has not given treatment or treatment to respondents at all.

**Table 3.** Presentation of Initial Observation of One-Leg Stand

Category	Number of Students (people)	Percentage of Success	Criteria
Very good	0	0	Completed
Good	0	0	Completed
Fair	0	0	Not Completed
Less	2	28,57%	Not Completed
Very Poor	5	71,43%	Not Completed

Based on the initial observation data regarding the one-legged standing skills test above, it was found that 5 students with a success percentage of 71.43% were categorised as having very poor static balance skills, 2 students with a success percentage of 28.57% were categorised as having poor static balance skills, 0 students with a success percentage of 0% were categorised as having sufficient static balance skills, 0 students with a success percentage of 0% were categorised as having good static balance skills and 0 students with a success percentage of 0% were categorised as having very good static balance skills.

The next step that can be taken by researchers is to provide treatment or treatment in the form of coconut shell egrang games. After that, it will conduct a test of the final implementation stage in cycle 1 which aims to determine changes in the level of balance ability of the respondents after the researcher provides treatment or treatment in the form of coconut shell egrang games.

**Table 4.** Cycle 1 Result Presentation

Category	Number Of Students (People)	Percentage Of Success	Criteria
Very Good	0	0%	Completed
Good	1	14,28%	Completed
Fair	5	71,57%	Not Completed
Less	1	0%	Not Completed
Very Poor	0	0%	Not Completed

Based on the first cycle data regarding the one-legged standing skills test above, it is obtained that a total of 0 students are categorised in the group of very poor static balance skills with a success percentage of 0%, as many as 1 student is categorised into the group of poor static balance skills with a success percentage of 14.28%, as many as 5 students are categorised into the group of sufficient static balance skills with a success percentage of 71.57%, as many as 1 student is categorised into the group of good static balance skills with a success percentage

of 14.28% and as many as 0 students are categorised into the group of excellent static balance skills with a success percentage of 0%.

At the stage of implementing the end of cycle 2, it aims to determine changes in the level of balance ability of the respondents after the researcher provides treatment or treatment in the form of bamboo egrang games and obtains research data.

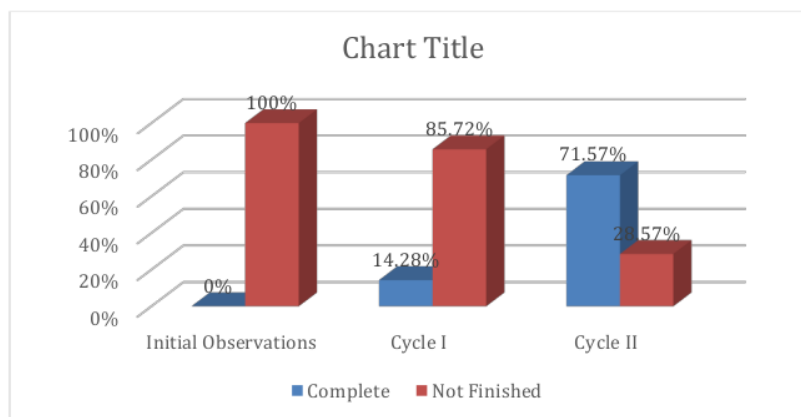
**Table 5.** Pretest of the second cycle standing on one leg

Category	Number Of Students (People)	Percentage Of Success	Criteria
Very good	0	0%	Completed
Good	5	71,43%	Completed
Fair	2	28,57%	Not Completed
Less	0	0%	Not Completed
Very Poor	0	0%	Not Completed

Based on the second cycle data regarding the standing skills test with one foot above, it was found that 0 students with a percentage of success of 0% were categorised as having very poor static balance skills, 0 students with a percentage of success of 0% were categorised as having poor static balance skills, 2 students with a percentage of success of 28.57% were categorised as having sufficient static balance skills, 5 students with a percentage of success of 71.43% were categorised as having good static balance skills and 0 students with a percentage of success of 0% were categorised as having excellent static balance skills.

**Table 6.** Recapitulation of the results of standing on one leg in the initial observation, Cycle I, and Cycle II

	Pre Test		Cycle I		Cycle II	
	Students	Percentage	Students	Percentage	Students	Percentage
Completed	0	0 %	1	14,28%	5	71,57%
Not Completed	7	100 %	6	85,72%	2	28,57%
Total	7	100%	7	100%	7	100%



**Figure 2.** Results of Recapitulation of Initial Observation, Cycle I and Cycle II

## Discussion

Sampling using total sampling technique. Researchers need research activities or relevant research that has been carried out by previous researchers, in addition to being a reference, existing forms of research can be used to find out the differences between research that has been done and research that will be carried out by researchers. The relevant research in this research is 1. Research conducted by (Hardinata et al., 2023) entitled egrang game on the static balance ability of elementary school students 2. Research (Ashari, 2019) entitled comparison of the effect of traditional sports games hadang terompah panjang and egrang on increasing endurance, speed and balance. 3. research (Adi, Pramita, & Vitalistyawati, 2022) entitled the effect of traditional cranklek games on static balance and dynamic balance in children aged 6-12 in the Padang Keling neighbourhood of Banyuning Bulelang Bali. 4. Research (Mujtahidin & Rachman, 2022) entitled the effect of traditional egrang coconut shell games on the balance of group A children at RA Hidayatul Ihsan NW Tebaban. 5. Research (Suhariyanti, Priyadi, Alhadi, & Rachmatia, 2024) entitled the role of egrang games in training children's body balance.

Based on the research to be carried out by researchers and research both have the aim of improving a body balance ability, in addition to similarities there are also differences, namely there is a difference in the media or tools used by researchers, so that with relevant research there is a difference, namely located in the research sample because researchers do not use the same sample as relevant research or that has been done. Therefore, based on the existing problems, the researcher will conduct his research to find out how to improve students' body balance abilities by using the egrang game learning method.

Indicators in conducting tests standing on one leg in order to improve the ability of static balance skills for grade 5 students include: (1) Students stand with the strongest leg in a standing upright position. (2) The other leg is bent. (3) The position of the two arms holding the bent leg so that it does not touch the ground. (4) The position of the body is upright and does not lean forward or backward or sideways right or left. Researchers obtained research data based on the results of the student's static balance ability test by means of each student doing or carrying out a one-legged standing test which aims as one way for researchers to obtain research data without treatment or treatment. The data obtained with a total of 7 students in the very poor category with a percentage of success of 71.43% in the one-legged standing test, while in the poor category for the one-legged standing test only 2 students with a percentage of success of 28.57%.

Based on the data regarding the initial tests obtained, the researcher can group the data based on the upper interval category and the interval category so that the data can show and state that the students' balance skills can be said to have very poor balance skills, especially at the State Elementary School 3 Batu Tungku level. Therefore, researchers obtained problems based on several sources in the form of articles and journals as well as based on data from students' static balance ability tests. Next, the researcher will provide treatment to the research sample using the traditional stilt game method for 2 learning cycles over a period of 4 weeks with 4 meetings at SD Negeri 3 Batu Tungku with each meeting held for 2 hours of learning for a total of 8 hours of learning. one learning material regarding physical fitness, where 1 hour of learning consists of 35 minutes. So it is hoped that the treatment or learning methods carried out by researchers can help to solve problems related to how to improve students' static skills, especially at the elementary school level.

In the first week, namely 2 hours of learning, the initial test activities were carried out with 1 meeting, namely with 1 hour of learning for 35 minutes and continued by providing treatment or treatment to the sample for 1 hour of learning for 35 minutes by providing treatment of coconut shell egrang games. In the second week the researchers still gave the treatment of coconut shell egrang game to the sample for 1 hour of learning which is 35 minutes



and continued with the final test activities in the first cycle for 1 hour of learning which is 35 minutes. In the last week the researcher again gave treatment to the sample by giving the coconut shell egrang game for 2 hours of learning with each 1 hour of learning which is 35 minutes and in the last week the researcher also conducted a final test on the second cycle for 35 minutes which is 1 hour of learning and the researcher also gave a comprehensive evaluation to the sample for 1 hour of learning which is 35 minutes.

The learning experience that takes place at school is called education, to achieve the objectives of a lesson, there must be a creativity possessed by physical education teachers in planning and teaching programmes for students' efforts to achieve learning outcomes. So that researchers apply the egrang game to improve students' static balance abilities. After the researcher gave the first treatment to the entire sample, the researcher obtained research data, namely as many as 1 student with a percentage of success of 14.28% with a deficient category, as many as 5 students with a percentage of success of 71.57% with a sufficient category, as many as 1 student with a percentage of success of 14.28% with a good category in the standing test with one foot. So it can be concluded that the research data after giving the first treatment or treatment to the sample there is an increase in the ability of students' static balance skills by seeing an improvement in the percentage of success of the upper interval and lower interval in the percentage of quantitative data.

Furthermore, in weeks 3 and 4 of the first learning cycle, researchers conducted treatment to the sample, namely providing learning methods in the form of traditional bamboo egrang games. So it can be concluded that in this second cycle there is an increase in the ability of students' balance skills due to a decrease in the number of students in the very poor category and an increase in the good category based on data analysis based on the upper interval and lower interval using the balance ability test of standing on one leg. In week 4 or the second learning cycle the researcher conducted a treatment to the sample, namely providing a method in the form of a bamboo egrang game. Where in this second learning cycle the researcher obtained data, namely with a success presentation of 28.57%, a total of 2 students in the sufficient category in the one-legged standing test, with a success presentation of 71.43%, a total of 5 students in the good category.

Based on the results of the initial and final tests on the ability of students' static balance skills at the elementary school level, especially at SD Negeri 3 Batu Tungku, the results of research on the pretest and posttest of cycles one and two in the one-leg stand test in the category of very poor students' static balance ability experienced an improvement which was previously high to very low, in the category of less also experienced improvement, in the good category both also experienced improvement which was previously very low to low in the excellent category again experienced improvement which was previously very low to low.

So based on the data analysis of the results of the static balance ability test at the elementary school level, especially at SD Negeri 3 Batu Tungku by using traditional egrang games as a selection of learning methods by teachers is one way that can be used to achieve learning outcomes, improve children's balance abilities and teachers can make fun learning methods based on traditional games. In addition, traditional games have many benefits besides being a hereditary heritage that must be preserved culturally and as a national character, as well as for the pleasure of playing which is beneficial for psychological development, increasing creativity, agility, balance, motivation and also as a means of learning sports to improve physical fitness (Ginanjar, Mubarak, & Mudzakir, 2021). This opinion is also in line with one of the experts who stated that game-based learning methods have many benefits for children such as being able to improve and develop cognitive, social-emotional and motor aspects (Saputra, 2019).

## Conclusions

Based on the results of the analysis and discussion of research data, the researcher obtained a conclusion regarding the Effect of Egrang Games on the Static Balance Ability of 5th Grade Students of SD Negeri 3 Batu Tungku as follows: 1. Traditional egrang games can significantly improve static balance skills 2. The egrang game variable has a positive influence on improving the ability of static balance skills and the selection of teacher learning methods can affect the final result of the achievement of student abilities

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**Information about the authors:**

**Siti Hajar Nurhasanah.,:** Master of Physical Education Study Program, Universitas Lambung Mangkurat, Banjarmasin, Indonesia

**Dr. Mashud., M.Pd:** [mashud@ulm.ac.id](mailto:mashud@ulm.ac.id), <https://orcid.org/0000-0003-3107-7134>, Master of Physical Education Study Program, Universitas Lambung Mangkurat, Banjarmasin, Indonesia

**Dr. Herita Warni., M.Pd:** [h.warni@ulm.ac.id](mailto:h.warni@ulm.ac.id), <https://orcid.org/0009-0002-7113-1406>, Master of Physical Education Study Program, Universitas Lambung Mangkurat, Banjarmasin, Indonesia

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# Traditional Egrang Game: Improving Students' Static Balance

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