

IMPLEMENTATION OF KALARIO GAME IN LEARNING PHYSICAL EDUCATION SPORTS AND HEALTH FOR JUNIOR HIGH SCHOOL STUDENTS

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Abstrak.

Traditional kalario games in penjasorkes learning to increase students' interest and motivation in activities. This research aims to produce educational values and social values in the kalario game as a medium for learning health and health physical education for junior high school students. This game model is expected to increase the educational value of NP4 and social value of NS5 for students. This type of research is Reserch and Development development research. The population in this study were junior high school students in Banggai Regency, the data collection technique used interviews, distributing questionnaires and observations, while the approach used in this study was a qualitative approach with descriptive research type. Research results in kalario games based on educational values and social values. The results of small-scale NP4 observations with an average of 85.67% with good criteria while large-scale NP4 88.83% good criteria, from indicators of sportsmanship assessment, cooperation, responsibility and discipline. Furthermore, the results of observations of the social value of small-scale NS4 were 84.50% with Good criteria, while the social value of large-scale NS4 was 91.38% with Very Good criteria, including indicators of cooperation, communication, sportsmanship, and respect for others.



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A. INTRODUCTION

Traditional games are a cultural asset that has the characteristics of a nation's culture which is expected to build the character of students. Traditional games as a means of developing physical motor skills in early childhood. (Husein MR, 2021). Traditional games played in ancient times are always preserved by the community when there are activities in the area. Traditional games are games that vary in type, benefits and objectives, but all of them contain elements of fun play which can be a tool to increase students' learning motivation in physical education.

The traditional game kalario is a traditional Indonesian game played by a number of children (The traditional game kalario is a traditional Indonesian game played by a number of children (Erwanda & Sutapa, 2023). This game involves two groups of players trying to catch and touch players from the opposing group while running towards their own "base". In the regional language of Banggai Regency, kalario is called kalario, in Makassar it is called massalo, Gorontalo is called kelar, while the name "kalario" itself comes from Javanese. However, now this game has been defined in Indonesian as the hadang game.. This game involves two groups

of players trying to catch and touch players from the opposing group while running towards their own "base". In the regional language of Banggai Regency, kalario is called kalario, in Makassar it is called massalo, Gorontalo is called kelar, while the name "kalario" itself comes from Javanese. However, now this game has been defined in Indonesian as the hadang game.

The kalario game involves two teams colliding and attacking each other within a certain set of rules. Each team usually consists of several players, and the goal is to point out members of the opposing team by touching them, while the team members try to dodge. This game requires physical skill, speed, and strategy to avoid or chase opponents.

The importance of implementing Kalario in schools can be seen from several aspects. First, this game can improve children's physical skills, such as speed, agility and endurance. This kind of physical activity is important for children's physical development and health. Second, kalario also promotes teamwork and strategy. Children learn to communicate, plan strategies together, and work together to achieve common goals.

Kalario games can be a creative and fun solution to balance the use of technology. First of all, involving students in traditional sports such as kalario can provide opportunities for physical movement. This physical activity is not only good for body health, but can also increase students' energy and concentration (Utami, 2021). Additionally, kalario involves social elements and teamwork, creating a

holistic learning experience and supporting the development of social skills.

Traditional games are various activities, because every place has various types of traditional games. Traditional games are a form of expression and appreciation of community traditions in creating happy and enjoyable situations and activities. Through traditional games, every member of society can gather, interact and express, both physically, mentally and emotionally (Artobatama, 2019).

Physical education, students learn basic and advanced motor skills (Iyakrus, 2019). They develop basic skills such as running, jumping, and throwing, which form the basis for a variety of physical activities. Physical education also involves teaching sport-specific skills, which not only improve physical abilities but also build social skills, such as cooperation, communication, and leadership.

Physical education includes aspects of mental health. Physical activity has been shown to improve mood, reduce stress levels and enhance mental well-being (Azis et al., 2022). Students also learn about the importance of self-discipline, responsibility and determination through participation in drills and competitions. This shapes their character and helps develop a positive mental attitude

The educational value contained in learning Physical Education, Sports, and Health (Penjasorkes) involves physical, mental, and social aspects. First, from a

physical perspective, games in PE make a positive contribution to students' health and fitness (Syahidah et al., 2021). Through structured physical activities, students can develop motor abilities, endurance, and coordination skills. This helps create a healthy lifestyle from an early age and builds awareness of the importance of physical activity in maintaining health.

Mental aspects also benefit from games in penjasorkes. Various games can stimulate the brain, increase concentration, and train tactical and strategic thinking skills (Yohanes et al., 2021). In addition, through play experiences, students also learn to manage emotions, cope with stress, and build self-confidence. This creates a balanced learning environment, where both physical and mental aspects are honed.

In addition, social values can also be found in penjasorkes games. Collaboration, communication, and teamwork are social skills that are honed through various group games. Students learn to work together, respect differences, and build a sense of solidarity. This creates an inclusive learning environment and supports students' social development. Thus, games in PE are not only about physical activity, but also make a significant contribution to students' character building in physical, mental, and social aspects.

Games in Physical Education, Sports, and Health (Penjasorkes) have an important role in shaping and honing students' social values (Wijiastuti & Puspitasari, 2021). First of all, through various group games, students

learn to cooperate and collaborate to achieve a common goal. This creates awareness of the importance of teamwork and helps develop interpersonal communication skills, which are essential skills in everyday life and the work environment.

Kalario games in penjasorkes learning also stimulate the development of values such as fairness and sportsmanship. While participating in the game, students learn to respect the rules, appreciate the diversity of abilities and talents, and understand the meaning of fair play. These values are not only relevant in a sporting context, but also create an ethical and moral foundation that can be applied in a variety of life situations.

This creates an inclusive and supportive environment for students' social growth, preparing them to interact in society with a sense of responsibility and empathy. Thus, social value in penjasorkes games plays an important role in shaping students' character and personality for a better future.

The purpose of this study is to determine the educational value and social value in the game of kalario in learning PE, thus the game of kalario can be applied at school as a medium in the learning process.

B. RESEACH METHOD

Place and Time of Research

This research will be conducted in junior high schools (SMP) in Luwuk District, Banggai Regency, consisting of 2 public schools. This research was conducted in February-June 2023. Approximately 4 months

starting with observation until the implementation of the game model and evaluation

Method and Approach

Metode yang digunakan dalam penelitian ini adalah pengembangan dan The method used in this research is development and the approach used in the research is the Reserch and Development (R&D) approach using the ADDIE model. According to (Cahyadi, 2019), is a research method used to produce certain products, and test the effectiveness of these products. (Rusdi 2018), also argues that development research will produce new innovations in producing goods and services, and its existence in the midst of the user community will last longer.

Research Subjects

The test subjects in this study were students of SMP Negeri 1 Luwuk and SMP Negeri 2 Luwuk, the research site was limited to schools in Luwuk District, Banggai Regency. Small-scale trials involving 20 students at SMP Negeri 1 Luwuk, while large-scale product trials amounted to 40 people at SMP Negeri 2 Luwuk.

Data Collection Technique

The first data collection technique was carried out by preliminary analysis by conducting interviews, observations and observations. This preliminary study was conducted to find out aspects of the problems and needs that exist in the field. Furthermore, it is identified to carry out the needs needed in the learning process of physical education, sports and health.

The second data collection technique uses a value scale questionnaire. The value scale is carried out to see the feasibility of the model, content, language and layout. A value scale is an instrument that requires the observer to assign subjects to categories by providing ratings on these categories. The value scale used in research and development uses a guttman scale. (Sugiyono, 2016).

The third data collection technique used student observation techniques through a rubric for assessing student learning outcomes and a questionnaire of student responses. The student assessment rubric and questionnaire are to determine student motivation in carrying out the game process.

Data Analysis Technique

The data analysis techniques used in this research are quantitative descriptive analysis and qualitative descriptive analysis. Quantitative descriptive analysis of data management in this study using quantitative descriptive statistical analysis. Quantitative descriptive data analysis techniques were carried out on: (1) the results of the validation assessment with the material expert value scale on the draft game model before the trial, (2) the assessment data from the observers' observations of the game model, (3) the data from the observers' observations of the effectiveness of the kalario game model in the learning process, and (4) the data from the assessment of the aspects of educational value and social value.

C. RESULTS AND DISCUSSION

Research Results

1. Results of small-scale and large-scale Educational Value Observation Assessments

Based on the results of observations that have been made of the kalario game in the learning of PE of junior high school students can be described in table 1. below.

Table 1. Value Observation Results NP4 Education

No	Indicator	Assessment Result		Percentage (%)
		Acquisition Score	Maximum Score	
1	Sportifitas	84	100	84
2	Cooperation	69	80	86,25
3	Responsibility	52	60	86,67
4	Discipline	52	60	86,67
Total		246	300	85,67
Average				85,67

Berdasarkan tabel 1. diatas menyatakan bahwa hasil pengamatan yang telah dilakukan dengan jumlah siswa sebanyak 20 orang maka permainan tradisional kalario pada Sekolah Menengah Pertama Kabupaten dengan aspek penilaian Sportifitas 84%, Kerjasama 86,25 %, Tanggung jawab 86,67% dan Disiplin 86,67% dengan demikian rata-rata dalam penilaian adalah 85,67% dengan kriteria Baik.

Berdasarkan hasil pengamatan yang telah dilakukan terhadap permainan kalario dalam pembelajaran penjasorkes siswa Sekolah Menengah Pertama dapat dijabarkan pada tabel 2.

Tabel 2. Hasil Pengamatan Nilai Pendidikan skala besar

No	Indicator	Assessment Result		Percentage (%)
		Acquisition Score	Maximum Score	
1	Sportifitas	168	200	84,00
2	Cooperation	147	160	91,88
3	Responsibility	110	120	91,67
4	Discipline	108	120	90,00
Total		533	600	88,83
Average				88,83

Based on table 2. above states that the results of observations that have been made with a total of 40 students, the traditional kalario game at the Regency Junior High School with aspects of 84% Sportsmanship, 91.88% Cooperation, 91.67% Responsibility and 90% Discipline thus the average in the assessment is 88.83% with Good criteria.

1. Observation results of kalario game based on social value aspects of NS4 small scale and large scale

Based on the results of observations that have been made of the kalario game in the learning of PE for junior high school students, it can be described in table 3.

Table 3. Observation result of social value aspect social value aspect small scale

No	Indicator	Assessment Result		Percentage (%)
		Acquisition Score	Maximum Score	
1	Cooperation	74	80	92,50
2	Empathy	68	80	85,00
3	Communication	67	80	83,75
4	Understanding Roles and Responsibilities	65	80	81,25
5	Discipline	64	80	80,00
Total		338	400	84,50
Average				84,50

Based on the table above, it states that the results of observations of social skills that have been carried out with a total of 20 students, the traditional kalario game at the Regency Junior High School with aspects of cooperation 92.50%, empathy 85%, communication 83.75%, understanding roles and responsibilities 81.25%, discipline 80%, thus the average in the assessment is 84.50% with good criteria.

Based on the results of observations that have been made of the kalario game in the learning of PE for junior high school students, it can be described in table 4.

Table 4. Results of Observations of aspects of large-scale social skills

No	Indicator	Assessment Result		Percentage (%)
		Acquisition Score	Maximum Score	
1	Cooperation	152	160	95,00
2	Empathy	135	160	84,38
3	Communication	144	160	90,00
4	Understanding Roles and Responsibilities	152	160	95,00
5	Discipline	148	160	92,50
Total		731	800	91,38
Average				91,38

Based on the table above, it states that the results of observations of social skills that have been carried out with a total of 40 students, the traditional kalario game at the Regency Junior High School with aspects of cooperation 95%, empathy 84.38%, communication 90%, understanding roles and responsibilities 95%, discipline 92.50%, thus

the average in the assessment is 91.38% with very good criteria.

Discussion

1. Educational Value of Kalario Game

The educational value in games can vary depending on the type of game and how it is integrated in the context of learning or daily life. When games are positively directed and well directed, they can be effective tools for teaching and learning. According to (Giri & Sustiwati, 2021) honesty (sportsmanship) is the ability to convey the truth, dare to admit mistakes, be trustworthy, and act respectfully. All types of children's games strongly uphold the values of sportsmanship and honesty.

It can be seen that the value contained regarding togetherness will provide great benefits in the face of various attacks symbolized through movements in the kalario game (Najiah & Jamaludi, 2023). In addition to this, the value of togetherness can be seen from the start of preparation to the end of the game based on a sense of mutual cooperation and done with high social awareness can strengthen social values and the value of mutual cooperation in children.

The value of responsibility is an obligation to complete or carry out tasks on the impulse within a person that must be fulfilled (Safitri et al., 2022). It can be seen in the traditional kalario game, each player must carry out their respective duties and roles. From the game, children are expected to carry out and complete their duties or responsibilities as children at home and as students at school.

Discipline value is an action that shows orderly and obedient behavior to various provisions, and applicable regulations. Discipline is self-control to encourage and direct all power and effort in producing something without anyone telling you to do it (Kustina, 2022). In the kalario game, there are several rules when playing it, one of which is that players are not allowed to step on or cross a predetermined line, and discipline in the rules when the player has been touched so as to create discipline and honesty.

2. Social Value of kalario Game

Social value is one of the values contained in traditional games. For example, children can hone their social skills such as when playing tuk tuk yam because cooperation is needed to hold on so as not to be attracted by the grandmother (Wijiastuti & Puspitasari, 2021). The value of cooperation is a social value that does something or an action that is done together to achieve the same goal (Mujinem, 2018).

The value of empathy can also mean how we can put our feelings in the position of others so that we can be careful and not easily judge the behavior or feelings of others (Apriati et al., 2021). As has been done in research (Khisbiyah et al., 2021) based on these results, it can be concluded that there are differences in children's empathy before and after playing traditional games.

Thus the objectives of this community service program were achieved, namely increasing children's empathy through traditional games. Thus, the kalario game is

needed in the value of empathy to encourage students to further improve character. Collaboration between teaching materials and traditional games is one of the efforts to improve character. (Nugrahastuti et al., 2016). In this research, empathy character is defined as the skill to understand and feel the concerns of others with ten indicators, namely social sensitivity, caring, understanding others, understanding facial expressions, understanding feelings, showing responses, feeling the sadness of others, helping others, understanding other views, and expressing concern.

The communication value of the kalario game played by two groups in which it does not only rely on the physical abilities of its group members but also communicates within the group, namely discussions on how to trick the guard team and how to keep the opponent tight so that they cannot pass the game area and return to the starting place (Nugrahastuti et al., 2016).

D. CONCLUSION

Based on the results of the research that has been done, the value of education in the small group kalario game at the Regency Junior High School on average in the assessment is 85.67% with Good criteria. While the value of large group education as such the average in the assessment is 88.83% with Good criteria. Social value in small group kalario games with the average in the assessment is 84.50% with Good criteria. While the social value in the large group

kalarario game thus the average in the assessment is 91.38% with Very good criteria.

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