

Development of Balance Training Model Through Traditional Engklek Games for Grade 1 Students at SD Negeri Bulusari 1, Tarokan District, Kediri Regency

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Abstract. This study examines a balance training model developed through the traditional game of engklek and its effect on the learning outcomes of grade I students at SD Negeri Bulusari 1, Tarokan District, Kediri Regency. A qualitative descriptive Classroom Action Research (PTK) design was applied to 32 students through planning, action, observation, and reflection across a pre-cycle and two cycles. Engklek served as the main medium for practising balance in an active and enjoyable way suited to the developmental characteristics of young children. The average floor gymnastics score rose from 68.2 in the pre-cycle to 70.2 in the first cycle and 72.3 in the second cycle, while learning completeness increased from 71.8% to 81.3% and then 100%. These findings show that traditional game-based learning increases student involvement and improves learning outcomes.

Keywords: Balance, Traditional Engklek Game, Elementary School

1 Introduction

Physical, Sports, and Health Education (PJOK) in elementary school has an important role in shaping basic movement skills, body fitness, sportsmanship, and students' awareness of the importance of physical activity for health. Through this learning, students are not only trained in basic motor skills, but are also directed to build disciplined character, the ability to work together, and courage in facing physical activities. PJOK also contributes to children's overall development, both from physical, social, and emotional aspects.

In PJOK learning, basic movement patterns are the main foundation in mastering motor skills, especially in gymnastics materials. This movement pattern includes various activities such as leaning, depending, jumping, spinning, swinging, changing places, and landing. All of these elements are an important part of floor gymnastics which requires precise movement and safety when carrying out activities. For grade I elementary school students, this material needs to be packaged in a simple, active, and appropriate form for the child's developmental stage so that it is easier to understand and practice.

One of the most challenging aspects of this learning is balance. Balance is a basic skill that is needed in almost all physical activities, both in daily activities and sports. At elementary school age, many students still have difficulty maintaining their body position, for example when standing on one leg, walking straight, or resting on their hands. This condition is generally

affected by suboptimal core muscle development, developing coordination of movements, and lack of directed physical exercise.

Based on observations in grade I of SD Negeri Bulusari 1, Tarokan District, Kediri Regency, out of 32 students, there are 12 students or around 37.5 percent who still have difficulty maintaining static balance, especially in the movement of standing on one leg. Some students also seem to lack confidence when performing these movements. This situation is related to the lack of structured physical activity outside of learning, as well as the tendency of students to spend time on passive activities such as the use of gadgets.

This condition shows the need for a more interesting learning strategy that is in accordance with the child's character. One approach that can be used is the traditional game of engklek. This game involves jumping movements using one foot in a box drawn on the floor or ground, thus directly training balance, body coordination, and core muscle strength. This activity not only trains physically, but also increases students' involvement and enthusiasm in learning.

Based on these conditions, this research was designed in the form of Classroom Action Research (PTK) with the title "Development of a Balance Training Model Through Traditional Engklek Games for Class I Students at SD Negeri Bulusari 1, Tarokan District, Kediri Regency".

2 Methods

This study uses the Classroom Action Research (PTK) method. This method was chosen because the research aims to improve the PJOK learning process through real actions carried out directly in the classroom.

The research was carried out at SD Negeri Bulusari 1, Tarokan District, Kediri Regency in the 2024/2025 school year. The implementation of the research lasted for two weeks, from December 3 to December 20, 2024.

The subjects of the study were 32 students in grade I consisting of 17 male students and 15 female students.

The research was carried out through four stages, namely:

Planning. The researcher identifies problems, prepares learning tools, prepares engklek games, and makes observation and evaluation instruments.

Implementation of Action. Learning is carried out through balance exercises based on the traditional game of engklek. Students perform jumping activities, changing tiles, maintaining body position, and completing game challenges.

Observation. Observations were made to see student involvement, courage to make movements, ability to maintain balance, and students' responses during learning.

Reflection. The results of observation and evaluation are analyzed to determine the success of the action and determine improvements in the next cycle.

The research data consisted of quantitative and qualitative data. Quantitative data was obtained from the results of the students' ability tests, while qualitative data was obtained through observation of the learning process.

Data analysis was carried out by comparing the results of pre-cycle, cycle I, and cycle II based on the average score and percentage of student learning completion. This study uses the Classroom Action Research (PTK) approach as the main method in its implementation. PTK was chosen because it allows researchers to improve learning directly and gradually in the classroom through a structured cycle.

The research location is located at SD Negeri Bulusari 1 which is located at Jalan Bandara Kediri, North Bulusari, Tarokan District, Kediri Regency. The research was carried out within two weeks, starting from December 3 to December 20, 2024 in the 2024/2025 school year.

The research subjects consisted of 32 students in grade I, with a composition of 17 male students and 15 female students. All of these students were actively involved in the learning process and were part of the research observations.

The research method used is descriptive, focusing on efforts to describe the process of implementing learning strategies and the results obtained after the action is given. The research data is collected through two approaches, namely quantitative data obtained from learning outcome tests, and qualitative data obtained through observation during the learning process.

The implementation of PTK is carried out through four main stages in each cycle, namely planning, implementation of actions, observation, and reflection. Data analysis is carried out based on the minimum completeness criteria (KKM) by comparing the results in the pre-cycle, cycle I, and cycle II stages. In addition, the evaluation also includes classical learning completeness to see the overall level of learning success.

3 Results

This classroom action research is carried out through several stages consisting of one pre-cycle phase and two action cycles. Each cycle is continuously designed to improve the learning process based on the results of previous reflection, so that the improvement in students' abilities can be observed gradually and measurably.

In the initial stage, an assessment is carried out on student learning outcomes in floor gymnastics materials. This assessment refers to the results of practical tests and written tests given before the learning action is implemented. The initial data is used as a basis for determining students' initial abilities and as a reference in designing actions in the next cycle.

Table 1. Learning Outcomes Pre-cycle Stage

Total Value (average)	68.2
Completed learning	23 students (71.8%)
Not yet finished studying	9 students (28.2%)
Percentage of classical completeness	85%

The results of the analysis at the pre-cycle stage (Table 1) showed that the average score of student learning outcomes was at 68.2. Of the total 32 students, 23 students or 71.8% have achieved learning completeness, while the other 9 students (28.2%) have not met the completeness standard because they obtained a score below 65. This condition shows that classically, the class has not reached the minimum completeness set at 85%, so there is still a need for improvement in the learning process so that learning outcomes can improve optimally.

Based on these findings, in the first cycle stage, the researcher applied the development of a learning model based on balance exercises through traditional engklek games in grade I students of SD Negeri Bulusari 1, Tarokan District, Kediri Regency. The implementation of this action was carried out in three meetings, with a duration of each meeting of 70 minutes, which took place on December 3, 6, and 10, 2024. Learning is designed to be more active and fun with the aim of increasing student involvement and improving floor gymnastics skills through

structured balance activities. The results of learning outcomes in Cycle I are then analyzed to see the development of students' abilities after the action is given.

Table 2. Learning Outcomes of Cycle I Stage

Total Value (average)	70.2
Completed learning	26 students (81.3%)
Not yet finished studying	6 students (18.7%)
Percentage of classical completeness	85%

The results obtained at this stage (Table 2) show that the average score of students reached 70.2. Of the total 32 students, as many as 26 students or 81.3% have been declared complete in learning, while the other 6 students (18.7%) still do not meet the standards of completeness because they obtained a score below 65.

When compared to the pre-cycle stage, these results show a fairly clear increase in student learning achievement. However, classical completeness has not been fulfilled because it has not reached the minimum limit of 85% set. Therefore, follow-up is needed through strengthening and developing a learning model based on traditional engklek games which is then continued at the Cycle II stage to achieve more optimal results. A summary of completeness and ability in the pre-cycle and Cycle I stages is presented in Table 3.

Table 3. Results of Completeness & Ability of Pre-cycle and Cycle I stages

No	Remarks	Initial Conditions	Cycle I
1	Completeness	71.8%	81.3%
2	Capabilities	-	Not Successful

In the Cycle II stage, the researcher first evaluated the implementation of Cycle I to identify various shortcomings in the application of the traditional engklek game-based balance training model. The results of the evaluation showed that previous learning still tended to use the conventional engklek pattern, so that it did not provide a variety that was quite interesting for students and did not fully optimize the expected balance skills.

Based on these findings, the researchers then made improvements by modifying the shape of the engklek game into a zig-zag pattern and adding cheerful musical accompaniment to increase students' motivation and involvement in learning. These changes are designed to make the learning atmosphere more active, fun, and in accordance with the characteristics of elementary school-age children.

The implementation of learning in Cycle II was carried out in three meetings, with a duration of 90 minutes each, namely on December 13, 17, and 20, 2024. In general, the learning stages still follow the same flow as in Cycle I, namely planning, implementing actions, observation, and reflection, but with improvements in the aspects of methods and variations of activities.

The results of learning outcomes in Cycle II were then analyzed to see an increase in students' abilities in floor gymnastics after the implementation of the learning modification.

Table 4. Learning Outcomes of Cycle II Stage

Total Value (average)	72.3
Completed learning	All students (100%)
Not yet finished studying	None
Percentage of classical completeness	85%

At the Cycle II stage, the results of the evaluation (Table 4) showed that the average score of students reached 72.3. Of the total 32 students, all students or 100% have been declared to have completed their studies because they have exceeded the minimum KKM score set, which is 65.

This achievement shows a more stable increase compared to Cycle I, both in terms of average scores and student learning completeness. In addition, these results have also met classical completeness standards, because the percentage of student completeness has exceeded the minimum limit of 85% which is an indicator of learning success.

Thus, the application of the traditional engklek game-based learning model that has been modified in Cycle II has been proven to have a positive impact on improving the learning outcomes of grade I students at SD Negeri Bulusari 1, Tarokan District, Kediri Regency. The overall comparison across the three stages is presented in Table 5.

Table 5. Completion Results & Ability of the Pre-Cycle, Cycle I, and Cycle II stages

No	Remarks	Initial Conditions	Cycle I	Cycle II
1	Completeness	71.8%	81.3%	100%
2	Capabilities	-	Not Successful	Already Successful

4 Discussion

Based on the implementation of classroom action research that has been carried out in stages, a comprehensive discussion can be prepared that covers the entire series of learning cycles. The results of the study show that there is a consistent increase in the average learning outcomes of floor gymnastics in the PJOK subject of grade I students for the 2024/2025 school year at SD Negeri Bulusari 1, Tarokan District, Kediri Regency.

This increase can be seen from the comparison of achievements in the pre-cycle, cycle I, to cycle II stages which show a continuous upward trend after the implementation of the traditional engklek game-based learning model. These findings indicate that the learning strategies used have a positive impact on the development of students' motor skills and learning outcomes.

As an overview of the results of the research, the following diagram is presented that shows the development of the achievement of floor gymnastics learning competencies at each stage of the learning cycle.

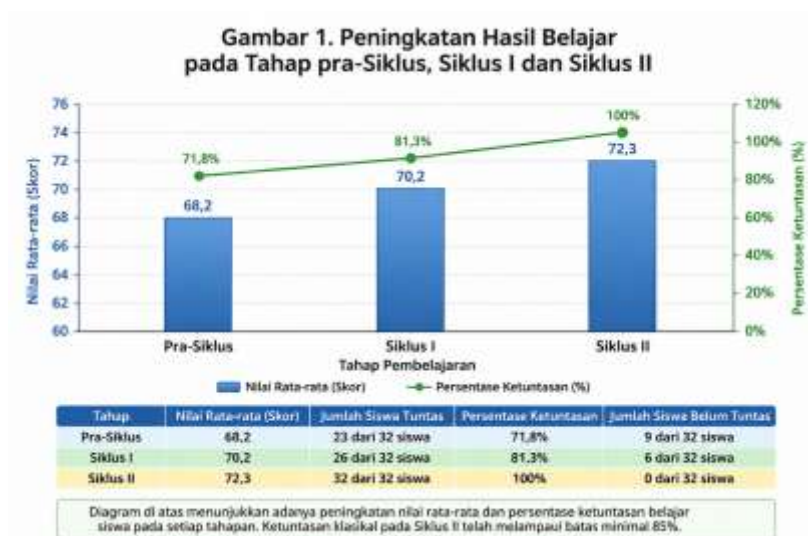


Fig. 1. Improvement of Learning Outcomes in the Pre-Cycle, Cycle I and Cycle II Stages.

Figure 1 shows a consistent increase in the average score of floor gymnastics learning outcomes in the PJOK subject for grade I students for the 2024/2025 school year at SD Negeri Bulusari 1, Tarokan District, Kediri Regency. In the early stage or pre-cycle, the average score of students was 68.2. After the implementation of the action in Cycle I, the score increased to 70.2. Then in Cycle II, the learning outcomes increased again to 72.3.

In addition to the increase in the average score, the results of this classroom action research also showed an improvement in the level of student learning completeness. Overall, the data indicated that the learning process implemented was able to have a positive impact on the gradual improvement of learning outcomes from pre-cycle to Cycle II.

starting from the pre-Cycle stage, Cycle I, to Cycle II as depicted in the following chart:

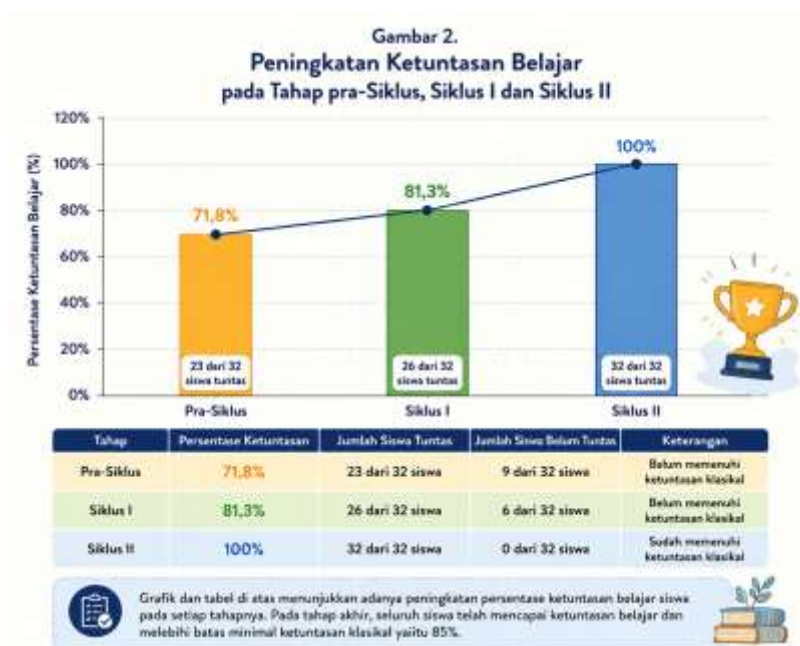


Fig. 2. Increased Learning Completeness in the Pre-Cycle, Cycle I and Cycle II Stages.

Figure 2 shows a consistent increase in the percentage of completeness of floor gymnastics learning outcomes in the PJOK subject of grade I students for the 2024/2025 school year at SD Negeri Bulusari 1, Tarokan District, Kediri Regency. In the pre-cycle stage, the level of completeness was at 71.8%. After the implementation of the balance exercise-based learning model through traditional engklek games in Cycle I, there was an increase to 81.3%.

Furthermore, the improvement and development of learning in Cycle II provided more optimal results, with a completion percentage of 100%. This achievement shows that all students have met the set learning completeness standards.

The findings confirm that the use of traditional engklek games in PJOK learning has a positive impact on improving learning outcomes, especially on the aspect of balance in floor gymnastics. These results are also in line with previous research that states that traditional games are able to improve the motor skills and balance of elementary school students through active and fun activities.

The success of this learning model is inseparable from several supporting factors. The engklek game provides effective motor stimulation in practicing static and dynamic balance through jumping, switching tiles, and maintaining body stability. These activities directly train the postural control needed in floor gymnastics, thus having an impact on improving students' abilities.

In addition, game-based learning creates a more enjoyable and interactive learning atmosphere. Students become more enthusiastic, active, and easily involved in learning activities. This condition is in line with a constructivist approach that emphasizes the importance of hands-on learning experiences. Thus, increased learning motivation contributes to an overall improvement in learning outcomes.

5 Conclusion

Based on the entire research process that has been carried out in a structured manner, it can be concluded that the application of the balance training model based on the traditional engklek game has proven to be effective in increasing student learning outcomes in floor gymnastics materials in PJOK learning class I for the 2024/2025 school year at SD Negeri Bulusari 1, Tarokan District, Kediri Regency.

This success can be seen from a consistent increase in the average score of student learning outcomes. In the pre-cycle stage, the average score was 68.2. After action was taken in Cycle I, there was an increase to 70.2, then increased again in Cycle II to reach 72.3. This increase shows the gradual development of students' abilities after the implementation of the learning model used.

In addition, the improvement can also be seen from the aspect of student learning completeness. In the pre-cycle, completeness was at 71.8%, then increased to 81.3% in Cycle I, and reached an optimal condition of 100% in Cycle II. This shows that all students have met the set standards of completeness.

Overall, this study confirms that the use of traditional engklek games as a learning medium is able to have a positive impact on improving students' motor skills and learning outcomes. This learning model not only improves cognitive aspects and skills, but also creates a more active, fun, and meaningful learning atmosphere for students.

In the context of learning, the role of teachers is an important factor in the success of this process. Teachers need to have the ability to design materials, deliver learning effectively, manage classes, and choose strategies that suit student characteristics. In addition, the support of learning motivation from students and the availability of interesting learning media are also supporting factors that strengthen the success of the learning process, so that learning outcomes can be achieved more optimally and sustainably.

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