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Efforts to Improve Agility in Physical Fitness Activities Through Traditional Boy-Boyan Games for Grade 4 at SDN Babatan IV Surabaya

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ABSTRACT
The facts in the field show that there are still many students who are lazy about doing movement activities to achieve physical fitness; therefore, researchers modified this learning in a traditional game to find out how much agility increases in physical fitness activities. The purpose of this study was to determine the increase in agility in physical fitness activities through traditional boy-boyan games in grade 4 at SDN Babatan IV Surabaya. The method used in this research is classroom action research (PTK). This research was conducted using two cycles and began with a pre-cycle, or initial observation. The results showed that there was an increase in learning conducted over two cycles. The results of cycle 1 show that student agility is still in the moderate category with a result of 64.28%, compared to the good category with a result of 35.71%. This percentage has not yet reached the desired achievement indicator and will continue in cycle 2. A significant increase occurred in cycle 2 through learning activities using traditional boy-boy games, which reached 82.14% of the good category. From the results of cycle 2, it has been shown that the success indicator was set at 75%.

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INTRODUCTION

Physical education is a medium to encourage the development of motor skills, physical abilities, knowledge and reasoning, appreciation and values of attitudes (mental, emotional, and social attitudes), and habituation of healthy lifestyles that lead to stimulating balanced growth and development.

Learning physical education Sports and health in elementary school are very important as the basis for children's education at a higher level. The success of physical education in elementary schools depends on the creativity of the teacher and the application of learning approaches that are in accordance with the material being taught. The application of an inappropriate learning approach greatly affects learning outcomes.

Movement activity is very necessary for the body, which can be done by playing sports. Sports have a series of regular and correct movements. Sports activities can provide good benefits for survival, improve physical fitness, and prevent disease. Physical fitness can be obtained if there is a willingness to dynamize yourself, especially through sports activities. Therefore, physical fitness can determine a person's physical ability to carry out daily activities. Children love to exercise and play; these activities can be beneficial for their growth and development. So that obtaining physical fitness is very important. According to Widiastuti (2015), physical fitness is the physical aspect of overall fitness that gives a person the ability to lead a productive life without causing fatigue and still be able to carry out daily activities.

Meanwhile, according to Eichberg in Iswinarti (2017), who suggests the similarities and differences between traditional games and sports, the difference that is realised is that in traditional games the rules are more flexible or can change according to the needs of the times, while in sports, even though the rules are common, they require broad agreement in their application. The similarities between traditional games and sports are their benefits for education and child development.

The facts in the field show that there are still many students who are lazy about doing movement activities to achieve physical fitness; therefore, we modify this learning in a game. Physical fitness is one of the important components of PE. Through the modification of physical fitness learning, it is hoped that students will be more happy and enthusiastic about having an attitude of discipline, cooperation, honesty, and self-confidence.

According to Syaodih & Agustin (Yopa 2013) in the Journal of Physical Education, Sport, Health, and Recreation, boy-boyan is a type of traditional game originating from the Sundanese region that is now rarely played by the community. The boy-boyan game has now begun to be abandoned, and even most elementary school-age children in their native Sunda do not know this type of game. This game used to be played by boys, but now girls can also play the traditional boy-boy game.

The boy-boyan game is played with 5–10 players divided into two groups, and the two groups are divided into player groups and guard groups. Doing this game requires cooperation and cohesiveness between groups. In the traditional boy-boy game, there are movements that exist in the elements or components of physical fitness. The relationship between the research context and the theoretical basis that mentions physical fitness and boy-boyan games is that there is a connection between the elements or components contained in physical fitness and the movements that make students active in playing boy-boyan games.

So that it can help students development in movement activities. Researchers argue that traditional boy-boy games are an alternative to improving physical fitness in students so that they can meet their needs to always move actively and participate in all other activities. Based on the description above, it is important for researchers to conduct research on efforts to improve agility in physical fitness activities through traditional boy-boyan games in grade 4 at SDN Babatan IV Surabaya.

MATERIALS AND METHODS

This research uses a type of classroom action research. The action research design used in this study is the Kurt Lewin model of research design because this model is simple and easy to understand. The Kurt Lewin model is the first action research model that became a reference for other action research models. In Arikunto (2010: 131), the model developed by Kurt Lwin consists of four components: (1) planning, (2) action, (3) observation, and (4) reflection. The four components have a relationship, which then forms a cycle, so that in the classroom, action research will be carried out several times until the desired results and targets are achieved. The subjects in this study were 4th grade students at SDN Babatan IV Surabaya in the 2022–2023 school year, totaling 28 students, with 10 male and 18 female students. In this study, data collection used observation, measurement, and documentation techniques. The data analysis technique used in this research is descriptive-quantitative. Aims to find out how much agility increases in physical fitness activities through boy-boy games. Data that can be used as a reference in planning the next action (cycle). The formula used, according to Anas Sudijono (2012: 43), is as follows:

$$P = \frac{f}{N} X\ 100\%$$

Description : P = Percentage sought
f = Frequency
N = Total

The instrument used in this class action research is to use the T test adopted from Brian McKenzie's T Drill Test used to measure agility there are norms as follows:

Tabel 1. Norma T-Test

Male	Female	Score	Category
≤ 00.11.84	≤ 00.13.97	5	Excellent
00.18.82 - 00.11.83	00.20.95 - 00.13.96	4	Good
00.24.83 - 00.18.83	00.26.96 - 00.20.96	3	Medium
00.30.84 - 00.24.84	00.32.95 - 00.26.95	2	Less
≥ 00.30.83	≥ 00.33.95	1	Very Poor

Validity and reliability of the test: The validity value of the T Test instrument is 0.566 (valid), the validity decision is based on the value of rcount> rtabel with alpha = 0.05. The reliability value is 0.682 (high reliability).

RESULTS AND DISCUSSION

Pre Cycle

Before taking action using traditional boy-boyan games, researchers made observations during daily activities, then made pre-action observations and invited children to play traditional boy-boyan games that contained elements of agility.

Based on the results of observations in the pre-cycle, it can be seen that the ability to improve agility in physical fitness activities through traditional boy-boy games is still in the medium category. The data shows that the categories are 35.71% less, 60.71% medium, and 3.57% good. These results are still very far from the good criteria. Below is the data from pre-cycle observations made by researchers:

Tabel 2. Pre-cycle observation data

No.	Number of students	Category
1	1 student	Good
2	17 student	Medium
3	10 student	Less

Result Presentase

$$\text{Good Category} = \frac{1}{28} \text{ x } 100\% = 3{,}57\%$$

$$\text{Medium Category} = \frac{17}{28} \text{ x } 100\% = 60{,}71\%$$

$$\text{Less Category} = \frac{10}{28} \text{ x } 100\% = 35{,}71\%$$

In addition to being presented in tabular form, the results of observation of agility through traditional boy-boyan games are also presented in histrogram form as follows:

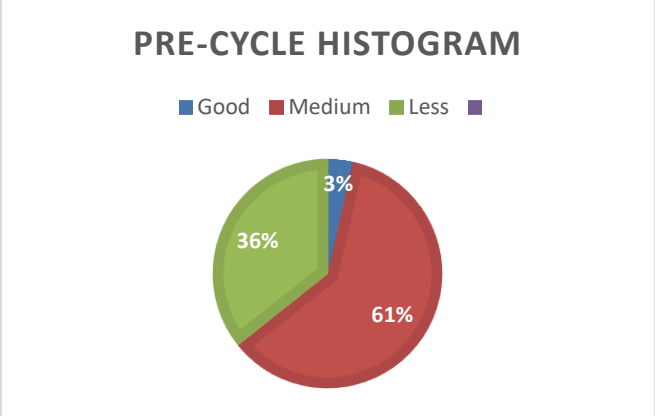

Figure 1. Pre-cycle histogram

Cycle I

Table 3. Cycle I Result Data

No.	Number of Student	Category
1	10 student	Good
2	18 student	Medium

Result Presentase

$$\text{Good Category} = \frac{10}{28} \; x \; 100\% = 35{,}71\%$$

$$\text{Medium Category} = \frac{18}{28} \; x \; 100\% = 64{,}28\%$$

Based on the table of data recapitulation of agility observation results through traditional boy-boyan games in cycle I above, it is known that there are 10 students (35.71%) in the good category and as many as 18 students (64.28%) in the moderate category. From the calculation of the observation results, it can be concluded that in cycle I it still did not meet the criteria of 75% of the number of students in the good category, so this research continued in cycle II.

Besides being presented in tabular form, the results of observations of agility through traditional boy-boyan games are also presented in histogram form as follows:

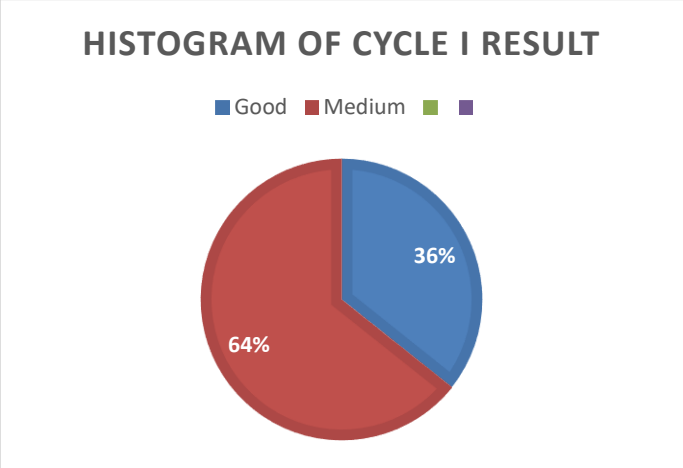

Figure 2. Histogram of Cycle I Results

Cycle II

Table 4. Cycle II Data Results

No.	Number of Student	Category
1	23 student	Good
2	5 student	Medium

Result Presentase

$$\text{Good Category} = \frac{23}{28} \text{ x } 100\% = 82{,}14\%$$

$$\text{Medium Category} = \frac{5}{28} \text{ x } 100\% = 17{,}85\%$$

Based on the recapitulation table of agility observation data through traditional boy-boyan games in cycle II above, it is known that there are 23 students (82.14%) in the good category and as many as 5 students (17.85%) in the moderate category. From the calculation of the observation results, it can be concluded that in cycle II, it has met the criteria of 75% of the number of students in the good category. This shows that traditional boy-boyan games can improve agility in the physical fitness of students at SDN Babatan IV Surabaya, and this research ended in cycle II.

In addition to being presented in tabular form, the results of observations of agility through traditional boy-boy games are also presented in histogram form as follows:

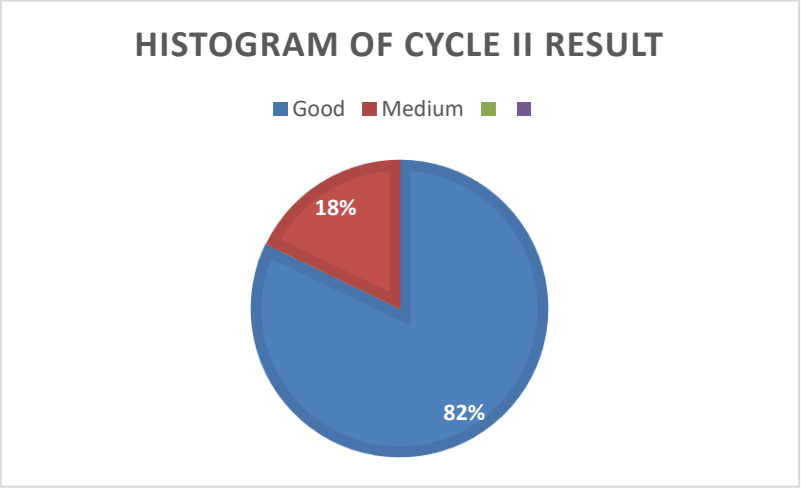

Figure 3. Histogram of Cycle II Result

Table 5. Comparison of Cycle I Results with Cycle II Results

Indicator	Cycle I		Target of Succes	Cycle II	
	Medium Category	Good Category		Medium Category	Good Category
Percentage of students who reached the agility target	64,28%	35,71%	75 %	17,85%	82,14%

Based on the comparison table above, it can be seen that student agility has increased since cycle I and has exceeded the success target in cycle II. The results in cycle I still show more in the moderate category with 64.28% compared to the good category with 35.71%. In cycle II, through learning activities using traditional boy-boy games, the target of 82.14% in the good category has been reached, so that it has exceeded the set success target of 75%.

Besides being presented in tabular form, the results of the comparison of cycles I and II are presented in the form of a histogram, as follows:

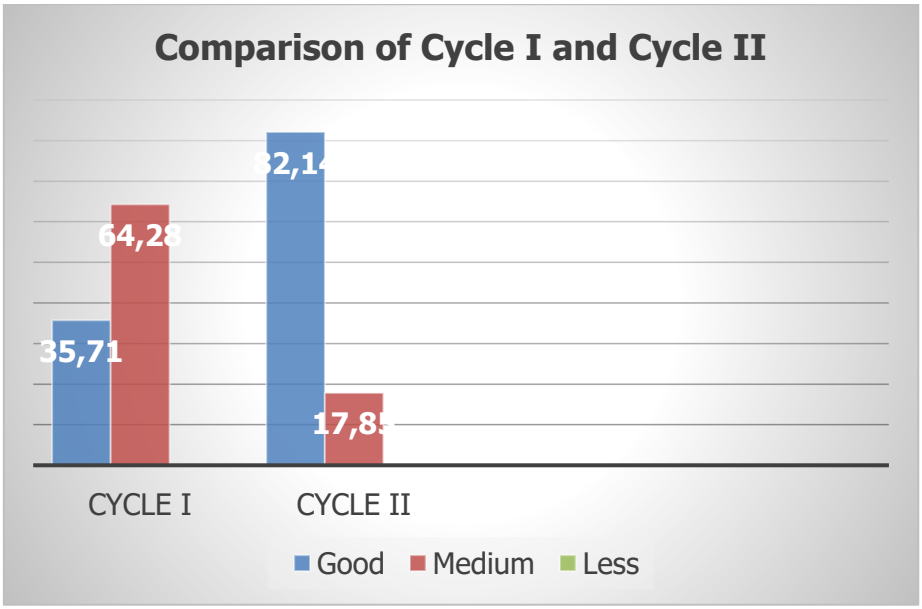

Figure 4. Histogram of Comparison of Observation Results in Cycle I and Cycle II

Discussion

This research is classroom action research, so the design of this research is in the form of a cycle, which broadly consists of four parts, namely planning, action, observation, and reflection. Regarding these stages, the research carried out on grade 4 students at SDN Babatan IV Surabaya consisted of two cycles. This activity aims to improve agility in physical fitness activities through traditional boy-boy games.

This research needs to be done because it is to find out how much improvement there is in physical fitness and agility in the form of exercise variations using traditional games so that students are not bored with physical fitness activities because of the variety of games in them.

Based on the results of the study, it shows that there is an increase in agility in physical fitness activities in traditional boy-boy games. The results in cycle I reached 35.71% in the good category, and in cycle II they reached 82.14% in the good category, with these results already exceeding the target set of 75%. Based on this achievement, this research was stopped until cycle II. Thus, the boy-boyan game can improve agility in the physical fitness activities of 4th grade students at SDN Babatan IV Surabaya.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that traditional boy-boyan games can improve agility in physical fitness activities in grade 4 at SDN Babatan IV Surabaya. This is shown based on data from cycles I and II of class action research. In cycle I, it was still seen more in the moderate category with 64.28% compared to the good category with 35.71%; the increase was considered still not optimal, so action was taken in cycle II. In cycle II, which was carried out by using rewards, the results reached the target of 82.14% in the good category. This research was stopped until cycle II because, in cycle II, the research data showed an increase in agility in physical fitness activities through traditional boy-boy games and exceeded the set target of 75%.

The application of this traditional boy-boyan game can increase agility in physical fitness activities as planned. The agility component is shown when the player changes the direction of the meandering run and the body is agile to avoid the ball so as not to touch his body. Boy-boyan games are good to use in physical fitness learning in elementary schools because they can improve movement skills and increase the potential of students.

With the traditional game of boy-boyan, you can create interesting and fun activities, train student cooperation in groups, provide opportunities for students to explore new experiences directly, and apply them in everyday life.

CONFLICT OF INTEREST

All authors declare that there is no conflict of interest in this research.

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