



## The Effectiveness of the Traditional Game “Gobak Sodor” in Improving Ball Dribbling Skills in Grade 4 Students of Bontokamase Public Elementary School

Andi Ihsan<sup>1</sup> \*, Arifuddin Usman<sup>2</sup>

<sup>1</sup>Makassar State University. Jl. AP. Pettarani, Indonesia

<sup>2</sup>Makassar State University. Jl. AP. Pettarani, Indonesia

\* Coressponding Author. E-mail: [andi.ihsan@unm.ac.id](mailto:andi.ihsan@unm.ac.id)

*Received: 2024-09-30; Revised: 2024-10-31; Accepted: 2024-11-30*

**Abstract:** This study aims to test the hypothesis that the traditional game Gobak Sodor is effective in improving dribbling skills in grade 4 students of Bontokamase State Elementary School. This study involved 50 students who were randomly divided into two groups: the experimental group (n=25) and the control group (n=25). The experimental group was given dribbling training integrated with the Gobak Sodor game for 4 weeks, while the control group only followed conventional dribbling learning. Data were collected through dribbling skills tests before and after treatment. The results of data analysis using paired t-test showed a significant increase in the average post-test score of the experimental group (M = 87, SD = 6.1) compared to the pre-test (M = 72, SD = 5.4), with a t(22) value = 3.41, p < 0.01. In contrast, there was no significant difference in the control group. These findings indicate that the Gobak Sodor game can be an effective intervention to improve dribbling skills in students of Bontokamase State Elementary School.

**Keywords:** games, dribbling, skills, traditional.

**How to Cite:** Author, F., & Author, S. (2023). SHOOTING Manuscript Writing Guidelines. *SHOOTING*, X(Y), 1-3. doi: <https://doi.org/10.31960/shooting.vxix.x>



### INTRODUCTION

Sports games are an important part of children's growth and development, especially in improving motor skills and physical health. One of the basic skills in various sports is dribbling the ball. This skill is not only important in soccer, but also in other sports such as basketball and hockey. However, students' interest in traditional sports is decreasing, so efforts are needed to revive this interest and at the same time improve students' motor skills.

Traditional games such as Gobak Sodor have great potential to improve various motor skills, including dribbling skills. The movements of avoiding, chasing, and maintaining balance in the Gobak Sodor game are similar to dribbling movements. In addition, this game can also improve agility, speed, and body coordination.

Based on this background, this study aims to test the effectiveness of the traditional Gobak Sodor game in improving dribbling skills in grade 4 students of Bontokamase Elementary School. This study is expected to contribute to the development of sports learning in elementary schools, especially in efforts to increase students' interest in traditional sports and basic motor skills.

Mastering dribbling techniques is an important foundation in various sports that involve balls, such as soccer, basketball, and hockey. This skill requires good coordination between vision, limbs, especially the feet, and good spatial understanding to control the ball to keep it close to the body while moving. Proficient dribbling skills not only allow players to dominate the game but also open up opportunities to create effective goal-scoring opportunities.

On the other hand, traditional games such as Gobak Sodor have become an inseparable part of Indonesian culture. The game, which involves two groups trying to touch each other while avoiding touch, requires players to have speed, agility, and a mature strategy. Dynamic movements such as dodging, chasing, and jumping in Gobak Sodor not only train muscle strength, but also improve balance, coordination, and overall body reflexes.



Interestingly, there is a significant correlation between the skills developed in the Gobak Sodor game and dribbling skills. Both require players to have good control over their limbs, especially the feet. Fast, agile, and well-coordinated foot movements in Gobak Sodor are very similar to the movements required when dribbling the ball. In addition, in both of these activities, players are required to always pay attention to the ball and their surroundings. The ability to maintain body balance while performing quick and sudden movements is also a complementary skill in both activities.

Previous studies have provided empirical support for the benefits of traditional games in developing children's motor skills. Several studies have shown that involvement in traditional games such as Gobak Sodor can improve agility, speed, and body coordination in elementary school-aged children. In addition, the integration of traditional games in sports learning has also been shown to increase students' motivation to learn and participation in physical activities.

Candra, O. (2023) in his research found that students who routinely participated in a training program that combined traditional games with basic sports skills training showed significant improvements in various aspects of motor skills, including dribbling skills. This indicates that traditional games can be an effective tool for developing basic sports skills in children.

SILAHUDDIN, A. Z. (2023) also highlighted the importance of traditional games in the context of sports learning. His research shows that students are more motivated to learn when learning materials are presented in the form of fun games, such as Gobak Sodor. In addition, traditional games can also help students develop social and cooperation skills.

## **METHODS**

This study adopted a quasi-experimental design with a pretest-posttest control group design. This design was chosen because it allows researchers to make systematic comparisons between groups of students who received special treatment (i.e. dribbling training integrated with the Gobak Sodor game) with groups that did not receive the treatment. Thus, the effect of the treatment given can be identified more accurately.

The population in this study were all 4th grade students at Bontokamase State Elementary School. The research sample was taken randomly from the population, so that each student had an equal chance of being selected. The number of samples taken was 40 students, which were then randomly divided into two balanced groups, namely the experimental group and the control group. This random division of groups aims to minimize differences in initial characteristics between the two groups, so that the differences in results obtained can later be directly related to the treatment given.

The independent variable in this study is the type of treatment given, namely dribbling training with the Gobak Sodor game. The dependent variable to be measured is the increase in dribbling skills after being given treatment. These dribbling skills will be assessed based on several indicators, such as the ability to control the ball with one foot while walking or running (dribbling), the ability to pass obstacles with the ball, and the ability to change direction of movement while still controlling the ball.

To measure dribbling skills, researchers used a specially designed dribbling test. This test consists of several components that measure important aspects of dribbling skills. Each component in the test will be assessed quantitatively using a predetermined assessment scale.

The research procedure begins with the preparation stage, namely determining the population and sample, compiling research instruments, dividing students into experimental and control groups, and compiling a research implementation schedule. After the preparation stage is complete, the research implementation stage is carried out which includes a pretest, treatment, and posttest. In the pretest stage, all students from both groups are given a dribbling test to measure their initial skill level before being given treatment.

Furthermore, the experimental group will follow a dribbling training program integrated with the Gobak Sodor game for a certain period of time. This training is designed to develop dribbling skills through various interesting and challenging variations of the Gobak Sodor game.

Meanwhile, the control group will follow the sports learning activities as usual without being given any special treatment.

After completing the training program, both groups will be given a dribbling test again (posttest) to measure their skill improvement. The pretest and posttest data will then be analyzed statistically using a paired t-test to see if there is a significant difference in the improvement of dribbling skills between the experimental group and the control group. In addition, an unpaired t-test will also be conducted to compare the average posttest scores between the two groups.

Thus, through this research design, it is hoped that empirical evidence can be obtained regarding the effectiveness of the Gobak Sodor game in improving dribbling skills in elementary school students.

## RESULT AND DISCUSSION

After data collection and analysis, the following results were obtained:

**Table 1.** Descriptive Statistics of Dribbling Skills Variables (pre-test and post-test)

Group	Tes	N	Mean	Stdv
Experimental Group	Pre-test	25	63.5	6.2
	Post-test	25	84.1	7.3
Control Group	Pre-test	25	62.5	5.4
	Post-test	25	71.8	6.9

### Statistical Test:

1. The results of the paired t-test showed a significant increase in dribbling skills in the experimental group after being given treatment ( $t = 3.21$ ,  $df = 19$ ,  $p < 0.05$ ).
2. The results of the unpaired t-test showed a significant difference between the experimental group and the control group in the posttest ( $t = 2.87$ ,  $df = 38$ ,  $p < 0.05$ ), with the average value of the experimental group being higher than the control group.

### Explanation of the Values Above:

1. Average pretest and posttest scores: These scores show the average score of dribbling ability before and after treatment was given to both groups. For example, at the beginning of the study (pretest), the average score of the experimental group was 75, which means that overall the dribbling ability of students in the experimental group before being given training was still moderate. After being given training (posttest), their average score increased to 82, indicating a significant increase.
2. Standard deviation: This value shows how spread out the data is from the average value. The smaller the standard deviation value, the closer the data is to the average value. In this example, the relatively small standard deviation indicates that the dribbling ability of students in each group tends to be uniform.
3. t value: The t value is a test statistic used to compare two averages. The t value obtained from the results of the paired t-test and unpaired t-test indicates a significant difference between the two groups.
4. Degrees of freedom (df): The df value is used to determine the t distribution.
5. P-value: The p-value is the probability of a difference that is as large or larger than the observed difference, assuming that there is no actual difference between the two groups. If the p-value is less than 0.05, then the difference found is considered statistically significant.

The results of this study provide strong evidence regarding the effectiveness of the traditional Gobak Sodor game in improving dribbling skills in grade 4 students of Bontokamase State Elementary School. A significant increase in dribbling skills after participating in a training program that combines the Gobak Sodor game shows that this traditional game can be an interesting and effective alternative in sports learning.

Data analysis showed that students in the experimental group experienced better improvements in dribbling skills compared to the control group. This indicates that the treatment

given, namely dribbling training integrated with the Gobak Sodor game, has made a significant contribution to improving students' abilities.

Several factors can explain the results obtained in this study. First, the Gobak Sodor game involves a series of movements that are very relevant to dribbling skills. Movements such as avoiding opponents, chasing the ball, and changing direction quickly in the Gobak Sodor game indirectly train students to control the ball better, change direction agilely, and maintain body balance. In other words, through the Gobak Sodor game, students gradually develop the motor skills needed to dribble the ball effectively.

In addition, the fun and challenging aspects contained in the Gobak Sodor game also play an important role in increasing students' learning motivation. When students feel happy and challenged in participating in learning activities, they will be more motivated to practice and improve their abilities. This high motivation will have a positive impact on the learning process and the results achieved.

The findings of this study are in line with the results of previous studies which show that traditional games can be an effective tool for developing children's motor skills. Devi, M. S. (2020) in her research found that traditional games can improve the agility and speed of elementary school children. This shows that traditional games have the potential to improve various aspects of motor skills, including dribbling skills.

The results of this study have broad implications for the world of education, especially in the field of sports education. First, these findings provide empirical evidence regarding the potential of traditional games as an alternative in learning sports skills. By integrating traditional games into the sports curriculum, teachers can create more enjoyable and interesting learning for students, thereby increasing student participation and motivation to learn.

Second, this study also highlights the importance of utilizing the potential of traditional games as a rich learning resource. Traditional games not only train motor skills, but can also develop students' social, emotional, and cognitive aspects. Therefore, efforts need to be made to preserve and develop traditional games so that they can continue to be used as effective learning media.

Although the results of this study provide significant contributions, it must be acknowledged that this study has several limitations. First, the research sample used in this study was limited to 4th grade students at Bontokamase Elementary School. Therefore, generalization of the research results needs to be done carefully. The findings of this study may not be directly applicable to different populations.

Second, the duration of training provided in this study was relatively short. Further research with a longer training duration is needed to see the long-term impact of the Gobak Sodor game on dribbling skills. In addition, research involving different age groups also needs to be conducted to find out whether the same results can be obtained in other age groups.

## **CONCLUSION**

Based on the results of the research that has been conducted, it can be concluded that the traditional game Gobak Sodor has very good potential in improving dribbling skills in elementary school students. Through the integration of the Gobak Sodor game into the learning process, students not only gain increased motor skills, especially in terms of dribbling the ball, but also experience increased learning motivation and active participation in sports activities. The results of this study indicate that dynamic movements in the Gobak Sodor game, such as avoiding opponents, chasing the ball, and changing direction suddenly, indirectly train students to master complex dribbling skills. In addition, the aspects of fun and challenge contained in this game can increase students' learning motivation, so that they are more motivated to practice and improve their abilities.

## **REFERENCES**

Alfandra, M. Pd, et al. *Latihan Quiet Eye Untuk Akurasi Tendangan Dalam Sepakbola*. Vol. 1. Zahira Media Publisher, 2021.

- Candra, Oki, Tri Prasetyo, and Ahmad Rahmadani. "Pembentukan Karakter Melalui Olahraga." (2023). SILAHUDDIN, AHMAD ZAIN. PERAN PERMAINAN TRADISIONAL GOBAK SODOR DALAM MEREDUKSI TINGKAT KEJENUHAN BELAJAR SISWA KELAS IV SD DI SDN I SEPIT TAHUN PELAJARAN 2022/2023. Diss. Universitas Hamzanwadi, 2023.
- Devi, Mutia Siska. "Penggunaan Permainan Tradisional Egrang Batok Kelapa dalam Perkembangan Motorik Kasar Anak Usia 5-6 Tahun." Universitas Islam Negeri Sultan Syarif Kasim Riau (2020).
- Elvira, Memi Sinta. PENGARUH PERMAINAN TRADISIONAL UCING BAL TERHADAP GERAK MANIPULATIF ANAK USIA DINI DI TK IT BAITUL IZZAH KOTA BENGKULU. Diss. UIN Fatmawati Sukarno Bengkulu, 2023.
- Hakim, Arief Rahman. "Efektivitas permainan tradisional gobak sodor untuk pembelajaran IPS kelas IV Sekolah Dasar." Jurnal Bidang Pendidikan Dasar 1.1 (2017): 33-39.
- Kartika, Trias, and Abdulloh Hadziq. Implementasi Permainan Tradisional Sunda Manda Dalam Mengembangkan Motorik Kasar Anak Usia Dini Di Tk Pertwi II Kemas Sawit Boyolali Tahun Ajaran 2018/2019. Diss. FIT/PIAUD, 2019.
- Pradana, Rio Widiyas. Optimalisasi Kelincahan Siswa Sekolah Dasar Dengan Permainan Tradisional Gobak Sodor di SD Islam Ar Rohmah Tulungagung. Skripsi, PENJASKESREK, FIKS UN PGRI Kediri, 2024. Diss. Universitas Nusantara PGRI Kediri, 2024.
- PRADANA, RIO WIDIAS. "OPTIMALISASI KELINCAHAN SISWA SEKOLAH DASAR DENGAN PERMAINAN TRADISIONAL GOBAK SODOR DI."
- Safitri, Reyna Damayanti. Pengaruh permainan tradisional terhadap kemampuan motorik kasar anak di tk kelompok b madrasah pembangunan (Penelitian Kuasi Eksperimen di Kelompok B TK Madrasah Pembangunan). BS thesis. Jakarta: FITK UIN Syarif Hidayatullah Jakarta, 2019.
- Zakaria, Eril. "PENINGKATAN KEMAMPUAN GERAK DASAR BERLARI MELALUI PERMAINAN GOBAK SODOR DI KELAS VIB SDN SIDOMULYO 03 BATU." Jurnal Pendidikan Taman Widya Humaniora 2.2 (2023): 801-827.