
Analysis of The Need for Developing PJOK Modules Containing Traditional Games

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Abstract

The purpose of this research is to analyze the need for developing PJOK modules that incorporate traditional games. This research uses a descriptive qualitative method oriented towards product development. The subjects of this research are 12 teachers and 188 students. Research data were obtained from the completion of observation sheets and questionnaires regarding the needs of teachers and students for the development of PJOK modules incorporating traditional games in elementary schools. The result of this research is the need for a PJOK module based on traditional games, viewed from the aspects of regional potential, student interest, environmental availability, learning objectives, and the necessity of supporting modules.

Keywords – Module; PJOK; Traditional games



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1. Introduction

Technology is increasingly advancing alongside science and human civilization. This has a very significant impact on humans, both positive and negative. One of the positive impacts is offering various forms of convenience and comfort in carrying out daily activities (Purba et.al., 2020; Miarso, 2004). One example that can be observed is the increasing number of motor vehicles, because all activities conducted outside the home prefer to use motor vehicles for the sake of time efficiency. Similarly, in office buildings, everyone is pampered with elevator and escalator facilities, so without having to move much, they can already reach their destination.

Technological advancement is an indicator of a country's progress. Therefore, technological advancement can no longer be halted in the current era of globalization (Miarso, 2008). A high level of technological mastery in a country indicates that the country is advanced. On the contrary, a country that cannot adapt to technological advancements can be said to have failed (Widyastuti et.al, 2020; Al Aslamiyah, Setyosari, & Praherdhiono, 2019).

According to Newzoo (2021), Indonesia ranks fourth as the largest smartphone user after China, India, and the United States. This serves as a note for the development of technology in Indonesia. The latest study results prove that the highest technology users are found in the education sector, namely Indonesian students. As a result of the COVID-19 pandemic, which requires Indonesian students to study from home online.

The level of Indonesian students, who are the highest users of technology, makes Indonesia have an important homework regarding technological development (Bharata & Widyaningrum, 2021). The negative impact of technological development on Indonesian students, the children who are the future generation of Indonesia, is a cause for concern (Asdiniah& Lestari, 2021; Hasanah, 2021; Putra & Wahyuni, 2021). The development of technology can no longer be contained. The presence of social media has caused a shift in the behavior patterns of Indonesian children, affecting their ethics, norms, and

culture (Aisyah, Hardini, & Riadi, 2021; Ardin, 2021). Children prefer to stay indoors, close the door, and fiddle with their smartphones rather than playing outside with their peers, even though the pandemic is starting to be under control. This has a negative impact on children, namely the lack of physical activity and the tendency for children to be lazy in doing physical activities, especially sports (Burhaein, 2017; Ashadi, Andriana & Pramono, 2020).

Lack of movement is detrimental to a child's growth and development, especially for elementary school-aged children (7-12 years old) who need optimal development in gross motor skills to progress to the next stage. Therefore, enjoyable and entertaining physical activities are needed so that children start to notice and become interested in engaging in physical activities to fulfill their movement needs. The importance of physical activity in children includes building positive emotions by releasing their energy through enjoyable play. This is in line with what was stated by (Nurrochmah, 2020; Nurcahyo & Budi, 2021) that through play activities, children will benefit in the development of physical, gross and fine motor, social, emotional or personality, and cognitive aspects. For that, high-level tactics and strategies are needed to restore children's interest in movement.

The values of local wisdom need to be realized in education so that they remain sustainable. In this case, an innovative development in the form of a learning module is needed. The pandemic period can be said to be very difficult for all sectors, including education, but gradually everyone is starting to rise by creating innovations. The importance of developing PJOK modules during the pandemic as an effort to try to recover from the setbacks in the world of education. In learning, a module is needed to help students achieve their learning objectives (Purwaningtyas, Dwiyoogo, & Hariyadi, 2017; Hartoto, Mulyono, & Syafutra, 2021). So that children remain active in learning, especially in PJOK, a module that is appropriate for the level and development of the students is needed (Tiana, 2021; Indrayasa, Adi, & Dartini, 2021; Suryadinatha, 2021). The

purpose of this research is to determine the need for developing a PJOK module based on traditional games.

2. Method

This research is a descriptive study conducted in schools spread across 4 districts in Madura. The number of respondents in this study is 200 respondents, with 44.5 percent male and 55.5 percent female.

Table 1. Gender

No	Gender	f	%
1.	Male	89	44.5
2.	Female	111	55.5
	Total	200	100

The subjects of this research are teachers and students, with percent teachers and percent students.

Table 2. Subjects

No	Gender	f	%
1.	Teachers	12	6
2.	Students	188	94
	Total	200	100

The respondents are spread across 4 elementary schools located in 4 districts, namely State Elementary School Patengteng 1 Modung located in Bangkalan district, State Elementary School Bringin Nonggal Torjun located in Sampang district, State Elementary School 1 Tlanakan located in Pamekasan district, and State Elementary School Pinggir Papas II Sumenep district.

The data collection technique was carried out by distributing a needs questionnaire given to teachers and students. The needs questionnaire is filled out by the teachers and students themselves (self-administered). This needs assessment questionnaire is given with the aim of understanding the characteristics of students, the teaching materials frequently used by teachers, and the traditional games known and still played by students. In addition to distributing the needs questionnaire, the research also conducted observations with the aim of understanding the PJOK learning process in the lower grades of

elementary schools in Madura. The data obtained consists of qualitative and quantitative data because this research is still in the needs analysis stage, with only survey and observation data being analyzed.

3. Result and Discussion

The needs analysis for the development of the PJOK module incorporating traditional games was conducted in 4 schools spread across 4 districts in Madura. Based on the needs analysis, it was found that students in grades (1-3) of elementary school are aged between 7 and 9 years. At that age, students are at the concrete operational stage. The following is a table summarizing the teachers' responses regarding the need for developing a PJOK module incorporating traditional games.

Table 3. Results of the teacher response survey

No	Response Survey	%	Recommendation
1.	Regional potential	92	Need support in the form of learning modules.
2.	Student interest	83	
3	Environmental availability	100	
4	Learning objectives	100	
5	The need for supporting modules	100	

From the results of the table above, in the aspect of regional potential, the distribution of needs questionnaires to respondents, 11 teachers stated that the region has an extraordinarily large potential for traditional games that can be applied in learning, especially in PJOK. All respondents agreed that in PJOK learning, students are very interested in games, especially traditional games. All the schools that participated as respondents have an environment that supports the implementation of traditional game-based learning. In the aspect of learning objectives, all respondents stated that it would be easier to conduct learning based on traditional games. All respondents also agreed that a module is needed to bridge PJOK and traditional games applied in learning.

Table 3. Results of the student response survey

No	Response Survey	%	Recommendation
1.	Regional potential	95.74	Need support in the form of learning modules.
2.	Student interest	100	
3	Environmental availability	90.42	
4	Learning objectives	100	
5	The need for supporting modules	100	

From the results of the table above, in the aspect of regional potential, the distribution of the needs questionnaire to 180 respondents, or 95.74% of the students, indicated that the region has an extraordinary amount of potential regarding traditional games that can be applied in learning, especially in PJOK. All respondents agreed that in PJOK learning, students are very interested in games, especially traditional games. 170 respondents at the school stated that the school has an environment that supports the implementation of traditional game-based learning. In the aspect of learning objectives, all respondents stated that it would be easier to implement learning based on traditional games. All respondents also agreed that a module is needed to bridge between PJOK and traditional games applied in learning.

The recommendation from the results of this needs assessment survey is the necessity of a learning module based on traditional games. The PJOK module containing traditional games, when applied to students, is expected to impact the development of children's intelligence. Various games that are implemented use surrounding materials and are easy to obtain. Essentially, traditional games, when incorporated into PJOK, have a close relationship with cultural preservation so that they do not disappear. Traditional games through PJOK learning can train endurance, sensory-motor flexibility, gross motor skills, and fine motor skills (Setiawan, Muhyi, & Wiyarno, 2021; Nordin, 2020; Haumahu, Rampisela, & Wenno, 2021). Developing imagination, creativity, anticipation, strategy, contextual understanding, and problem-solving. In addition, traditional games can hone empathy, self-control, and emotional catharsis (A'la, 2019; Hanief, 2017; Saputra, 2017; Nataliya, 2015). Through traditional games, the

understanding of language value concepts will also develop well (Wardika, 2019; Putrantana, 2017; Syafriadi, Kusuma, & Yusuf, 2021).

With the availability of the needs analysis results for this module, it is expected to improve the quality of student learning in the future (Purwaningtyas, Dwiyoogo, & Hariyadi, 2017; Gustiawati, Fahrudin, Kurniawan, & Indah, 2019; UM, 2021; Rachmawati, Muhyi, & Wiyarno, 2020; Rofiq, 2013; Rossandy, 2011). A module is one of the teaching materials that can be studied independently by students, thereby facilitating educators in delivering learning objectives (Deviana, 2018; Ardiansyah, Corebima, & Rohman, 2016).

4. Conclusion

From the results of the above research, it can be concluded that in learning, a teaching material with content close to the students' environment is needed. This is expected to make the resulting teaching materials capable of increasing student interest. Therefore, it is necessary to have a PJOK module based on traditional games, considering aspects such as regional potential, student interest, environmental availability, learning objectives, and the need for supporting modules. The module with traditional content can later become one of the teaching materials that can contribute to the preservation of local culture.

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