The Values Exploration of Perceptual-Motor, Sociomotor, Motor Fitness Ability, and Characters in the Traditional Game of “Jeglug”

Badruzaman*

Department of Recreation and Health Education, Faculty of Sport Education and Health, Universitas Pendidikan Indonesia

* Badruzaman59@gmail.com

Abstract. This study aims to explore the values of “Jeglug” covering perceptual-motor values, socio-motor, motor fitness ability, and characters. This study employed qualitative research method. The sample was the Jeglug game which was played by 40 students of UPI. The data were collected by using triangulation technique and analysed by using Miles and Huberman model. The findings of the study reveal the traditional game “Jeglug” brings some advantages to the players in terms of perceptual-motor, socio-motor, motor fitness ability, and character. It is found that there were some values of each perceptual-motor, socio-motor, motor fitness ability, and character. In term of perceptual-motor, students learned the bodies’ awareness of space and direction, bodies’ awareness of distance from opponents’ and allies’ positions and bodies’ awareness of running in the right direction, timing awareness of controlling the proper and speed of movements, focusing on reaction speed, and strategy anticipation. In term of socio-motor, students learned to communicate with each other to form groups and to decide the leaders of each group, to accept the chosen leaders, to be ready to do tasks, to control running at the same time, to remind each other before finishing the game, to help allies who are seized by the opponents, to queue when the players were seized, to work together to watch over opponents and seize prisoners, to communicate to each other when attacking. Furthermore, in term of motor fitness, students learned to do feet explosive movements, to control running speed, agility, body balance, and foot, arms, and eyes coordination. Finally, the character values of the game were that they were taught to be honest, disciplined, responsible, hardworking, and obedient to the rules of the game, accept and abide cooperatively when eliminated and lose. 90% of the students were happy and satisfied to play the game.

1. Introduction

Every society in the world has its own cultural heritage. One of them is the traditional game. The encyclopedia of World Sport includes over 3000 traditional sports and games from all the world [1]. The Indonesian’s ancestor, particularly of the west java, bequeathed various cultural heritage such as the traditional games for children. This traditional heritage needs to be preserved because it has important values.

Traditional games are part of one’s traditional cultural heritage, but as the time passes by, they are forgotten and are not passed on to younger generations, due to modern lifestyle and growing alienation[2]. The results of a study that was conducted by Kannan clearly indicated that higher number of students respondents showed interest towards motion detection games rather than
traditional games [3]. Many old games have lasted long, fiercely resisting all changes in people’s lives, so some of them survived until the present day and, even if they are not present in today’s inventory of children’s game, at least they remained in the memory of older generations[2].

One of the traditional cultural heritage for children is the “Jeglug” game. The game requires the players to have cognitive ability if they want to win. In the other hand, the player’s psychology and personality aspects are also needed to play the game. However, today, this game is rarely found in cities or even in rural areas.

In addition, “Jeglug” has some important values and benefits that include physical health and agility. Psychologically, this game also teaches the player about honesty, sportivity, leadership, organising strategy, joy, spirituality, and fight. The social values of the game are the social skills, cooperation, and solidarity [4].

Traditional game program is more effective than daily activities in order to develop object control, locomotor, and fundamental skills[5]. This study suggested that the traditional Chinese exercise has beneficial effects on the balance ability in short term [6]. Regular Baduanjin exercise had advantage for college students on improvement of lower limb proprioception, enhancement of cardiorespiratory endurance, flexibility, explosive force of lower limb and attention, compared to regular exercise [7]. The present study showed higher HR, better feeling, and lower perception of effort during “Raqassa” playing exercise mode than during high intensity intermittent running. Moreover, traditional game could be used as an alternative or as an additional method of training during physical education sessions for children[8]. The positive findings of this study suggested that traditional Chinese exercise had beneficial effects on the balance ability in short term. However, due to the extreme heterogeneity, the future research of a larger sample size is required to get more evidence[6].

The importance of traditional sports and games to our cultural heritage and the need for preservation has been officially stated by UNESCO. Despite this, this important cultural heritage domain has yet to receive significant attention from research community[1].

1.1. Traditional game and its developmental values

Traditional games are linked to life in countries. They are an integral part of childhood in rural area. These games cannot be seen outside the context of time and space in which they exist. Traditional games are structured in such a way to directly influence the psycho-motor, cognitive and emotional development of child. They can influence the improvement of certain players’s feature and positively influence their overall development [2]. A game is a play activity which has explicit rules, specified or understood goals, the element of opposition or contest, recognizable boundaries in time and space, and a sequence of actions which is essentially repeatable every time the game is played [9].

Games, especially for children, are very useful to the development of human race. They help children in fostering their physical, mentality, social life, and education.

Play pervades all of life. Having certain characteristics, playing a game is a voluntary activity, marked by freedom and never imposed by physical necessity or moral duty. Game tax a variety of abilities: physically, in that they test speed, agility, or strength; mentally, in term of memory, is the ability to calculate rapidly, or make necessary association; socially is with respect to the ability to play an effective role an a team. Games have a great potential for achieving desirable personal or social value and qualities. Players should learn to: (a) take turn; (b) accept boundary limits (either in physical sense, or terms of personal behavior); (c) accept and abide by the rules of the game willingly; (d) accept defeat or elimination in good spirit, although they should also learn to perservere and keep trying; (e) accept the decisions of others (team captain, group members, or leader); (f) learn new skill and improve existing skills; (g) improve their powers of observation and decision making in situations that call for quick thinking; (h) develop good sportsmanship and consideration for the rights of others, as well as for their feelings; (i) develop their own leadership abilities; and (j) develop the ability to cooperate effectively with others[11].
1.2. Perceptual-motor ability

In a wider aspect, the perceptual-motor abilities are divided in two areas; Kinesthetic and other sensory areas. Kinesthetic areas include space structure; bodies’ awareness, spatial awareness, directional awareness and time structure; synchrony, rhythm, sequence. Other sensory areas include visual; depth perception, form perception, figure ground perception. Auditory; listening auditory discrimination, auditory memory. Tactile; tactile discrimination, tactile memory[12]. Certain concepts related to movement must be understood by both physical educators and their students (regardless of age) if a meaningful understanding of the basic movement is to be attained. These concepts are aspects of Rudolph Laban’s four components of movement: (1) bodies’ awareness (what can the body do?), (2) spatial awareness (where does the body move?), (3) qualities of movement (how does the body move?), and (4) relationships (with whom or what does the body move?)[13].

1.3. Socio-motor ability perspective

In the concept of critical constructive human movement socialization, there are several goals on the human’s movement learning; competence in solving socio-motor problems, (socio-motor learning), knowledge and reflective capacity (cognitive-reflective learning), competence in solving technomotor problems, development of a personal movement identity, development of a positive bond with exercise, movement, play, sport[14]. The contribution that play and recreation may make to such social learning is the subject matter. The value of play in the development of character qualities has long been recognized by foremost educators. In ancient time, Plato, Aristoteles, and Quintilian expressed their convictions on the social value of play[12]. By playing, each individual will receive propinquity from others that will develop the sense of togetherness, social tolerance, etc.[15]

2. Methods

This study employed the qualitative research method. The data are collected through a moderate participative, cryptic and structured observation [16]. The simulations and playing trials were conducted for one month and the observation analysis was also conducted for a month. The study site was in the tennis hall of UPI Bandung. The participants of the study were the students of tourism and the education for the elementary school teacher study programs who join the Physical Education class. The total 80 students consist of 40 students of tourism study program (20 males and 20 females) and 40 students of physical education study program (all females) who are approximately of age 20. The research instrument was the researcher himself and the co-researchers.

2.1. Research procedures

This study was conducted during the physical education lectures. The traditional game is included as one of learning materials which was taught for three meetings in one semester. The phases of simulation and trial were conducted at the first meeting and the phase of natural setting was conducted at the second and third meeting.

2.2. Data collection procedures

Each study programs was divided into two play groups. Each group consists of 20 players. The game was divided into two teams; the survivors and the attackers which consist of 10 players each. The data collection technique was conducted through three phases; simulation setting, experiment setting, dan natural setting. Simulation setting was a phase for explaining the process of the play. Experiment setting was to set and play the game by sometimes giving instructions. Finally, natural setting was the phase for giving the students total freedom to play for 30 minutes long for one game. The game was conducted once a week. The natural setting activities were conducted twice to each group until the researcher got the complete data or saturation. The data were collected through triangulation technique. The data observation technique was structured moderate participation. In addition, this study employed vague observation by using handycam and observation manual as the instruments. The observation object was focused on recording the playing situation that was performed by the
students. Interview was also conducted to collect the data of students’ perception, opinion, comprehension level, intuition, and memory about their playing experience. Based on the data collection procedures, the description phase was conducted at the simulation setting, reduction phase was conducted at the experiment setting, and selection phase was conducted at the natural setting. The data were analysed by using Miles and Huberman Model (reduction, display, and conclusion). It was conducted interactively and continually until all the process completed and the saturation was attained.

3. Result

Table 1. Result

| No | Game Situation                  | Perceptual-motor                          | Socio-motor                          | Motor-fitness                          | Character                     |
|----|---------------------------------|------------------------------------------|--------------------------------------|----------------------------------------|------------------------------|
| 1  | Game preparation                | -Recognizing the social environment      | -Recognizing the natural environment | -teamwork                              | -learning to be fair         |
|    | a. Finding the players          |                                          |                                      |                                        | -developing intimacy         |
|    | b. Looking for the play area    |                                          |                                      |                                        | -being competitive           |
|    | c. Deciding the play area       |                                          |                                      |                                        |                             |
|    | d. Dividing the players into 2  |                                          |                                      |                                        |                             |
|    | attackers and survivors         |                                          |                                      |                                        |                             |
|    | e. Deciding the play group:     | -Recognizing the group allies            | -learning to be fair                 | -Visual accuracy                      |                             |
|    | attackers and survivors         |                                          |                                      |                                        | to differ both groups        |
|    | f. Selecting the leaders        | - putting trust on others                |                                      | -learning to give commands            |                             |
| 2  | The play                        |                                          |                                      |                                        |                             |
|    | a. Survivors gather and hold    | - the bodies’ awareness to face          |                                      | -body awareness to move               |                             |
|    | the jeglug pole                 |                                          |                                      |                                        | -in straight direction       |
|    | b. Each group shares the tasks  |                                          |                                      |                                        | -Visual accuracy             |
|    | To each members                 |                                          |                                      |                                        |                             |
|    | c. The attackers takes          | - spatial awareness                     | -Direction awareness to face         | -Anticipation accuracy               |                             |
|    | their positions                 |                                          |                                      |                                        |                             |
|    | d. Both groups                  |                                          |                                      |                                        | -Body balance                |
|    | give a sign to start the game   |                                          |                                      |                                        | -Explosive feet              |
|    | e. The attackers try to         |                                          |                                      |                                        | -Quick run                   |
|    | move closer to the pole         |                                          |                                      |                                        | -Sudden stop                 |
|    | f. The survivors start          | -Visual Accuracy                         |                                      | -Balance                              | -eyes and feet coordination |
|    | watching for the targets        |                                          |                                      |                                        |                             |
|    | g. The survivors chase the      | -body awareness to move                  |                                      |                                        | -waiting for any             |
|    | attackers.                      |                                          |                                      |                                        |                             |
|    | h. the attackers avoid          | -Visual accuracy to recognize            |                                      |                                        |                             |
|    | the boundary lines              |                                          |                                      |                                        |                             |
|    | i. The survivors stand on       | -Anticipation accuracy                   |                                      |                                        |                             |
|    | watching the jeglug              |                                          |                                      |                                        |                             |
motoric ability. Some skills that are found through playing traditional games are feet and arms agility, actively to chase each other which will automatically contribute to development of their physical and moves and the world which invites to move[14]. In the traditional game “Jeglug”, children move

Gordijn, human movement in which movement is seen as a dialogue between the person who also have various advantages to other aspects such as cognitive, social, and personality development.

Some values of each perceptual-motor, socio-motor, motor fitness ability, and character. Motoric
terms of perceptual-motor, socio-motor, motor fitness ability, and character. It is found that there are

The findings of the study reveal the traditional
game “Jeglug” brings some advantages to the players in terms of perceptual-motor, socio-motor, motor fitness ability, and character. It is found that there are

4. Discussion
The findings of the study reveal the traditional game “Jeglug” brings some advantages to the players in terms of perceptual-motor, socio-motor, motor fitness ability, and character. It is found that there are some values of each perceptual-motor, socio-motor, motor fitness ability, and character. Motoric activities of games that are played by children are not merely beneficial to the motor development, but also have various advantages to other aspects such as cognitive, social, and personality development.

Gordijn, human movement in which movement is seen as a dialogue between the person who moves and the world which invites to move[14]. In the traditional game “Jeglug”, children move actively to chase each other which will automatically contribute to development of their physical and motoric ability. Some skills that are found through playing traditional games are feet and arms agility,
body strength, sight accuracy, intelligence, flexibility of body movement, imitating the environment and nature. There are also some additional values such as cultivating intelligence, perseverance, determination, creative mind, and active soul which refers to create innovations, cultivating competitive skill, and good confidence[17].

Absolute and relative proportions indicate the improvement of relations among the students in the class. Before the program was implemented, 76% of the students showed good relations to each other. After the traditional game was implemented, there was an improvement that 85% of the students showed good relations. Thus, the results of this study confirmed that there were better relations among students in class after the implementation of traditional games[2].

The traditional game “Jeglug” has more positive effects on the development of personality aspect. It cultivates sportivity, teaches the players to be responsible to do the tasks, to be disciplined when watching over the opponents, to work hard to seize opponents, arrest the escaped prisoners, to make efforts to touch Jeglug, and to win the game.

5. Conclusion
The traditional game “Jeglug” undoubtedly has more important values on perceptual-motor such as bodies’ awareness of spatial, direction, time, and relationship with allies or opponents. During the play, the perceptual-motor skills of each players are obvious although they did not really understand the game at the beginning. However, at the third meeting, the players finally understood when they did some movements that were needed in the game. Jeglug has social-motor values because it is played in groups. There can be found social companionship, mutual communication, discussion, mutual help, cooperation, mutual understanding, sharing tasks, taking tasks, deciding leaders, accepting leaders, and solidarity between ally and opponents. Motor-fitness ability is clearly seen in the game since this game is categorized as “Romp Game” which is dominated by physical motoric activity. Motor-fitness ability include run speed, agility, feet power, and body balance. Furthermore, the characters values of this game are honesty, responsibility, discipline, fights or efforts to chase the targets during the play, saving allies, and snatching the jeglug or making points, obeying the game rules, abiding the leader, accepting defeat, and admitting the opponents’ superiorities.

References
[1] Linaza M, Moran K and O’Connor N E 2013 Traditional sports and games: a new opportunity for personalized access to cultural heritage In UMAP Workshops
[2] Kovacevic T and Opic S 2014 Contribution of traditional games to the quality of students’ relations and frequency of students’ socialization in primary education Journal International of Education 16
[3] Kannan M and Geetha M 2014 An analysis between traditional and motion detection game-using ICT techniques Indian Journal of Science and Technology 7(12)
[4] Siagawati M and Prastiti W D 2007 Mengungkap nilai-nilai yang Terkandung dalam Permainan Tradisional Gobag Sodor Jurnal Ilmiah Berkala Psikologi, Indigenous 9(1) 83-95
[5] Akbari H, Abdoli B, Shafizadeh M, Khalaji H, Hajihosseini S and Ziaee V 2010 The effect of traditional games in fundamental motor skill development in 7-9 year-old boys
[6] Chen B L, Guo J B, Liu M S, Li X, Zou J, Chen X, and Wang X Q 2015 Effect of traditional chinese exercise on gait and balance for children and adolescents: a systematic review and meta-analysis. PloS one 10(8)
[7] Li M, Fang Q, Li J, Zheng X, Tao J, Yan X and Chen L 2015 The effect of Chinese traditional Exercise-Baduanjin on physical and psychological well-being of college students: A randomized controlled trial. PloS one 10(7)
[8] Jebali T, Moalla W, Elloumi M, Padulo J, Baquet G and Chamari K 2013 The relevant use of the traditional Tunisian game “raqassa” for cardiovascular stimulation in
schoolchildren *Biol Sport* 30(3) 219-25

[9] Calhoun and Donald W 1981 Sport, Culture, and Personality USA: Humand Kinetic

[10] Sapora Allen 1961 Theory of play and recreation New York: Ronald Press

[11] Kraus and Richard G 1977 Recreation today California Good: year Publishing

[12] Gallahue and David L 1982 Understanding motor development in children USA: Jhon Willy

[13] Bucher and Charles A 1995 Foundations of physical education and sport USA: St. Louis Missouri

[14] Crum and Bart 2003 Physical education and school sport and the multiformity of movement culture *International Confernce*: Yogyakarta. September, 2003

[15] Morgan and William J 1995 Philosophic inquiri in sport USA: Human Kinetic

[16] Malik R S and Hamied F A 2016 Research methodes: A guide for first time researchers. Bandung : UPI Press

[17] Abidin Y 2009 Bermain bagi penerapan biyon dalam dimensi paud Bandung: Rizky