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Improvement of Motor Skills and Motivation to Learn Physical Education Through the Use of Traditional Games

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Abstract

Study purpose. This study aims to investigate motor skills and motivation to learn physical education through traditional games.

Materials and methods. The study was conducted using an experimental method and involved 60 students from primary schools in Purwodadi District, Grobogan Regency, Indonesia. Data were collected by measuring motor skills and learning motivation through affective, cognitive and psychomotor tests that were examined for validity and reliability. In addition, students' character was also measured through observational tests of students' basic movement skills. The measurement of basic movement skills was carried out before and after the intervention, which lasted for 8 sessions over one month. Data analysis was carried out using the Anova technique, reinforced by regression of research results using SPSS 22 software.

Results. The results showed that the traditional game approach had a significant effect on increasing students' motivation to learn physical education. The traditional games approach also contributed positively to students' learning outcomes. Through hands-on experience in these traditional games, students can develop motor skills, coordination, speed, strength, as well as cognitive aspects such as strategy, spatial intelligence and situation analysis.

Conclusions. By participating in traditional games, students can understand and respect cultural heritage and broaden their horizons about cultural diversity. Suggestions for future investigations include extending the research and development activities by including a larger sample, which may provide greater statistical power to support research findings in the area of traditional games.

Keywords: motor skills, motivation, physical education, traditional games, improved.

Introduction

Physical education is one of the essential aspects of education systems worldwide (Kern & Armstrong, 2022). In international physical education policy, many countries prioritize the development of curricula that cover physical education from elementary school to college level (Hosker et al., 2019). In addition, adequate sports facilities, qualified sports coaches, and programs that teach essential values are also part of the policy. Good physical education can benefit students by improving physical and mental health, developing social abilities and team skills, and improving academic achievement (Jackson et al., 2022). Therefore, countries worldwide must prioritize physical education in their education systems to create healthier and more physically and socially active societies (Chekroud et al., 2018). Motor skills and physical education learning motivation align with the mentioned International Physical Education Policy (Aliriad et al., 2023). Motor skills are a person's ability to perform physical movements in a precise and coordinated manner (Aliriad, 2023). Developing motor

skills through practice and playing sports is essential to help students acquire expertise in performing physical activities correctly and effectively.

Physical education study motivation refers to a student's interest and passion for learning and participating in sports and fitness activities. International Physical Education Policy includes developing programs that motivate students to participate in sports and fitness activities, such as teaching important values, ensuring safety and health in every move, and providing opportunities to participate in international sports competitions (Limbu et al., 2017).

Motor skills and motivation to learn physical education are essential in improving the overall quality of physical education (Chen, 2017). By developing motor skills and motivation to learn physical education, students can obtain more significant benefits, such as improving health and fitness, social and team abilities, and academic achievement. Therefore, it is essential for education systems around the world to pay attention to the development of motor skills and motivation for learning physical education in their physical education policies (Adi et al., 2023).

Another study conducted on early childhood in Canada found that physical education programs explicitly designed to improve motor skills could significantly improve students' motor skills (Kjær, 2019; Rawat & Bangari, 2019). The Program consists of various physical activities performed under the supervision of trained educators and with sufficient repetition and variety to strengthen the student's motor skills (Balaban, 2018). The results of this study show that physical education programs that focus on developing motor skills can significantly improve students' motor skills and provide other benefits, such as increasing self-confidence and self-confidence in early (Chou et al., 2022; Valentini et al., 2016).

Traditional games have many vital values, such as cooperation, discipline, patience, healthy competition, and respect for colleagues and opponents (Leddington Wright et al., 2015; Sulistyaningtyas & Fauziah, 2019). One example of a conventional game containing these values is "gobak sodor" or "gobak jalan". In this game, the players work together to knock the opponent off the line, which is the limit of the game. In the process, they must have discipline, patience in waiting for their turn, and cooperation to bring down opponents together. There is healthy competition that spurs the spirit to be the best but still respects colleagues and opponents to play by not cheating or harming. By playing traditional games such as "gobak sodor", children can develop these critical values early on and apply them in everyday life (Kashyap, 2017).

In a "sack race" or "tug of war" game, the players must work together and support each other to achieve a common goal, such as capturing a flag or pulling a rope (Van Capelle et al., 2017). In addition, they must also be responsible for their respective duties and roles in the team. Activities like this can strengthen the cultural values of cooperation and responsibility in children and enhance the sense of solidarity and togetherness in the group (Ahmed et al., 2021; Pang & Fong, 2009). It can also help build children's character and independence to become resilient and responsible individuals (Schembri et al., 2019).

Physical education teaches personal and Social Responsibility and aims to develop responsibility (Brock & Hastie, 2017). The Sports Union to Promote Education and Recreation (SUPER) program is designed to build life skills through sports play activities. Strachan, Mac Donald, and Cote (2016) argue that connect and respect sports (SCORE) are physical activities and education designed to develop students' attitudes and behaviours.

This study aimed to obtain data and information on the effectiveness of traditional games in improving motor skills and student learning motivation in physical education. In addition, this study also aims to re-promote conventional games as an effective means of enriching physical education activities in schools. Thus, this study is expected to provide significant benefits for teachers and students in improving the quality of physical education in schools. Therefore, the study's results can help overcome gaps and provide verified solutions to enhance motor skills and motivation to study physical education.

Materials and methods

Study participants

The study involved 60 male students from a local elementary school in Kecamatan Purwodadi, Kabupaten Grobogan, Indonesia. The participants were not randomly assigned, and there was no control group in this experimental research design with a one-group pretest and posttest design. The average height of the participants was 139.98 cm (SD = 5.52), and their average weight was 35.33 kg (SD = 6.78). The average age of study participants was 11.6 years and a standard deviation of 0.89.

Study organization

This study utilises an experimental method with a design consisting of one Pretest and Posttest group, without a control group and random subject placement. Data collection involves assessment instruments for psychomotor, affective, and cognitive aspects in physical education learning. Validation of the instrument using Principal Component Analysis (PCA) showed a strong correlation (0.891) between traditional and motivational game variables. Reliability analysis with Cronbach's Alpha yielded a value of 0.730, indicating good consistency. The study involved 60 male elementary school students in Purwodadi Sub-District, Grobogan Regency, Indonesia, with an average height and weight reflecting the age range of 10-12 years. The study intervention comprised eight sessions over one month, during which traditional games such as Gobak Sodor, sack race, and tug of war were employed.

Statistical analysis.

Statistical analysis is a mathematical method used to investigate and present relevant information from a study or experiment. It involves several approaches, including hypothesis testing, regression and correlation, analysis of variance (ANOVA), chi-squared analysis, and descriptive statistics. Hypothesis testing is used to determine the validity of a statement based on existing data samples. Regression and correlation are statistical methods used to analyse the relationships between variables and make predictions based on patterns of these relationships. ANOVA is a statistical

test used to measure the significant difference between the means of more than two groups, while chi-squared analysis is useful for assessing the relationship between categorical variables. Descriptive statistics, such as mean, median, mode, and standard deviation, are used to summarise and present data more simply. Selecting the appropriate statistical method depends on the data type, research objectives, and the questions to be answered. Statistical analysis is a crucial tool for comprehending data patterns, identifying trends, and drawing dependable conclusions from available data samples.

Measurement

The success of research is primarily determined by the research instruments used. Because the data obtained to answer a study was obtained through research instruments. Research instruments can be defined as tools or facilities used to collect data so that it is more accurate and systematic. To measure the effect of the traditional game approach on improving motivation and learning outcomes of Health Care Providers, some of the instruments used are: 1) study motivation questionnaire: to measure students' motivation levels before and after using the traditional game approach (Amrullah et al., 2023). 2) Physical education learning outcomes test: to measure the level of student learning outcomes before and after using a traditional game approach. The instrument will be used to collect data and measure the effect of traditional game approaches on improving motivation and learning outcomes.

Results

The researchers have designed an assessment sheet validated using the Principal Component Analysis (PCA) method. The results showed that traditional games and

Table 1. Student Motivation Questionnaire

Question	1	2	3	4	5
How often do you feel drawn to the lessons of Physical education?					
How often do you feel attracted to participate in traditional games during Orchestra lessons?					
Do you feel more interested in learning Physical education using a traditional game approach?					
How often do you feel more motivated to learn Orchestra lessons when using a traditional playing approach?					
Do you find using a traditional game approach easier to understand orchestral Physical education material?					
How often do you feel more comfortable and excited when learning Physical education with a traditional game approach?					
Do you feel more interested in learning Physical education after using the traditional game approach?					
How often do you feel more motivated to practice Orchestra after using a traditional approach to the game?					
Do you feel your learning outcomes have improved after using the traditional game approach?					
How important do you consider the traditional game approach in improving motivation and learning outcomes?					

Table 2. Assessment sheet for Cognitive, Affective and psychomotor aspects

Cognitive:	**1**	**2**	**3**	**4**	**5**
Ability to understand the concept of Physical Education broadly and deeply					
Ability to apply concepts in real situations					
Problem-solving and problem-solving skills in situations related to Physical Education					
Ability to process information and make connections between physical Education concepts					
Affective:	**1**	**2**	**3**	**4**	**5**
Level of interest and enthusiasm when studying Physical Education					
Ability to concentrate and focus while studying					
Level of confidence and satisfaction when applying Physical Education concepts					
Level of care and responsibility for Physical Education materials					
An attitude of respect and respect for the human rights that everyone has					
Ability to listen, share ideas, and take action that is good for the team as a whole					
A positive attitude toward one's ability to perform tasks and achieve goals					
Psychomotor	**1**	**2**	**3**	**4**	**5**
Ability to apply concepts and techniques in practical Physical Education situations					
Demonstrated ability to demonstrate skills and proficiency in physical Education practice situations					
Ability to adapt and collaborate in situations of Physical Education Practice					
Ability to demonstrate creativity and innovation in physical Education practice situations					

motivation variables have a high correlation coefficient of 0.891, so the two variables can be used in factor analysis. Reliability analysis was performed using Cronbach's Alpha. The results showed that the instruments used to measure the two variables have a good level of consistency, with a reliability value of 0.730. Thus, the results of validity and reliability of this study can be considered valid and reliable. The number of samples in this study consisted of 60 students. This study has descriptive data on three variables: traditional games, motivation, and learning outcomes. The number of samples used was as many as 60 respondents. Traditional game variables have a range of values between 30.00 to 49.00, with an average score of 42.7000 and a standard deviation of 5.04656. Meanwhile, the motivation variable has a range of values between 24.00 to 50.00, with an average motivation score of 44.5333 and a standard deviation of 5.31537. In the variable learning outcomes, discounts range between 37.50 to 46.00, with an average score of 42.9167 learning outcomes and a standard deviation of 2.12764. All data obtained from 60 respondents were classified as valid (listwise) without missing or incomplete data. Thus, this descriptive data provides an overview of the variation of scores in traditional games, motivation, and learning outcomes in the study sample. The data can be seen in Table 3. Descriptive Statistics.

Table 3. Descriptive Statistics

Variable	N	Mean	Std. Deviation	Min	Max
Traditional games	60	42.7000	5.04656	30.00	49.00
Motivation	60	44.5333	5.31537	24.00	50.00
Learning outcomes	60	42.9167	2.12764	37.50	46.00
Valid N (listwise)	60				

Effect of traditional game approach on student motivation. In this Anova analysis, one model is reviewed, namely the model with predictor variables "traditional games" and target variables "motivation". The analysis showed that the model gives a sum of squares (sum of squares) of 481,512 with a degree of freedom (df) of 1. The Mean square of the model is 481,512. The value of F (F-ratio) was obtained by 23,559, with significance (Sig.) as big .000a (less than 0.05). The results of the ANOVA test showed a significant influence between the predictor variable "traditional games" and the target variable "motivation". The predictor variable can explain several variations in the target variable. In this model, constants are also included as predictors.

Table 4. Anova test of traditional games on student motivation

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	481.512	1	481.512	23.559	0.000[a]
	Residual	1185.421	58	20.438		
	Total	1666.933	59			

a. Predictors: (Constant), Traditional games

b. Dependent Variable: Motivation

The total sum of squares is 1666,933, with 59 degrees of freedom. Thus, based on this Anova analysis, a model incorporating the "traditional game" variable can significantly influence the "motivation" variable. In this regression model, there are two variables, namely "traditional games" and "motivation". The coefficients obtained from this regression analysis are constant (Constant): the coefficient value of 20,361 with a standard error of 5,014. The value of the t-ratio obtained is 4.061 with a significance of .000. Traditional games: the value of the coefficient is 0.566 with a standard error of 0.117. The value of the t-ratio obtained is 4.854 with a significance of .000. The standard coefficient for this variable is 0.537. In the context of the dependent variable "motivation", the results of the analysis show that there is a significant influence between the variables "traditional games" and "motivation". The value of the positive coefficient on the variable "traditional game" indicates that the higher the score of "traditional game", it will tend to increase the score of "motivation". The significance obtained suggests that this relationship did not happen by chance. Thus, the "traditional game" variable significantly contributes to predicting "motivation" in this model.

Table 5. Effect of traditional games on student motivation

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	20.361	5.014		4.061	0.000
	Traditional games	0.566	0.117	0.537	4.854	0.000

Dependent Variable: Motivation

In Table 6, an ANOVA test was conducted to see the effect of traditional game approaches on student learning outcomes. The results showed that the regression model provides a sum of squares (sum of squares) of 41,928 with degrees of freedom (df) of 1. The Mean square of the model is 41,928. The value of F (F-ratio) obtained is 10,801, with significance (Sig.) as big .002[a] (less than 0.05). This shows a significant influence between traditional game approaches and student learning outcomes. The total sum of squares is 267,083, with 59 degrees of freedom. In Table 7, coefficients are obtained from regression analysis to see the effect of traditional games on student learning outcomes.

Table 6. Anova test of traditional game approach to learning outcomes

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	41.928	1	41.928	10.801	0.002[a]
	Residual	225.155	58	3.882		
	Total	267.083	59			

a. Predictors: (Constant), Traditional games

b. Dependent Variable: Learning outcomes

The nonstandard constant (constant) coefficient is 35,784, with a standard error of 2,185. The value of the t-ratio obtained is 16.375 with a significance of .000. For the variable "Traditional Games" (traditional games), the value

Table 7. Effects of traditional games on student learning outcomes

Unstandardized Coefficients		Standardized Coefficients	t	Sig.
B	Std. Error	Beta		
35.784	2.185		16.375	0.000
0.167	0.051	0.396	3.286	0.002

a. Dependent Variable: Learning outcomes

of the coefficient is 0.167 with a standard error of 0.051. The value of the t-ratio obtained is 3.286, with a significance of .002. The standard coefficient (beta) for this variable is 0.396. In the context of the dependent variable "learning outcomes", the analysis results show a significant influence between traditional game approaches and student learning outcomes. The positive coefficient on the "traditional game" variable indicates that the higher the traditional game approach, will improve student learning outcomes. The significance obtained suggests that this relationship did not happen by chance. Thus, based on Table 6 and Table 7, the traditional game approach significantly influences student learning outcomes.

Table 8, 9 analyses the interaction between traditional games and student motivation to the dependent variable "motivation". The results of the study showed that there is a significant influence on these interactions. Type III Sum of Squares for the exchange is 823,313 with a degree of freedom (df) of 15. The Mean Square is 54,888. The F-ratio obtained is 2.863, with significance (Sig.) as oversized 0.003. This shows that the interaction between traditional games and student motivation significantly affects motivational variables. The total sum of squares is 120660,000, with 60 degrees of freedom. Table 8 analyses the interaction between traditional games and student learning outcomes against the dependent variable "learning outcomes".

Table 8. Interaction of traditional games on student motivation

Dependent Variable: Motivation					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	823.313a	15	54.888	2.863	0.003
Intercept	59223.024	1	59223.024	3.089E3	0.000
VAR00001	823.313	15	54.888	2.863	0.003
Error	843.620	44	19.173		
Total	120660.000	60			
Corrected Total	1666.933	59			

R Squared = 0.494 (Adjusted R Squared = 0.321)

The results of the analysis showed that there is a significant influence on these interactions. Type III Sum of Squares for the exchange is 139,495 with a degree of freedom (df) of 15. The Mean Square obtained is 9,300. The value of the F-ratio received is 3.207, with significance (Sig.) as oversized .001. This shows that the interaction between traditional games and student learning outcomes significantly influences learning outcome variables. The total

Table 9. Interaction of traditional games on student learning outcomes

Dependent Variable: Learning outcomes					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	139.495[a]	15	9.300	3.207	0.001
Intercept	55961.750	1	55961.750	1.930E4	0.000
VAR00001	139.495	15	9.300	3.207	0.001
Error	127.588	44	2.900		
Total	110777.500	60			
Corrected Total	267.083	59			

a. R Squared = 0.522 (Adjusted R Squared = 0.359)

sum of squares is 110,777,500, with 60 degrees of freedom. In both tables, the R-squared value indicates how much variability in the dependent variable can be described by the model used. The R-squared obtained is .494 for student motivation and .522 for student learning outcomes. Adjusted R-squared provides a revised estimate for the complexity of the model, and a value is obtained of .321 for student motivation and .359 for student learning outcomes. Based on the results of the analysis in Table 6 and Table 7, there is a significant interaction between traditional games with student motivation and student motivation and student learning outcomes.

Discussion

This study aims to investigate the influence of traditional games on student motivation and learning outcomes (Wang et al., 2021). The analysis showed exciting findings regarding the variables' validity, reliability, and impact. The validity and reliability of assessment instruments become essential in research. The number of samples in this study is as many as 60 students. Descriptive Data showed score variation in traditional games, motivation, and learning outcomes in the study sample. The average score for conventional games is 42.7000 with a standard deviation of 5.04656, the average score for a reason is 44.5333 with a standard deviation of 5.31537, and the average score for learning outcomes is 42.9167 with a standard deviation of 2.12764. All data obtained from 60 respondents were classified as valid with complete data. The effect of traditional games on student motivation and learning outcomes was tested using ANOVA and regression analysis. The results of the ANOVA analysis showed a significant influence between traditional games and student motivation, as well as between conventional games and student learning outcomes. Regression analysis showed a significant effect between classic games and student motivation and traditional games and student learning outcomes. Regression coefficients showed that the higher the score of conventional games, it will tend to improve motivation scores and student learning outcomes.

Furthermore, the interaction between traditional games and student motivation to student motivation and between conventional games and student learning outcomes is analyzed (Peebles et al., 2023). The analysis showed a significant interaction between traditional games and student motivation to student motivation and learning

outcomes (Peng et al., 2023). This indicates that the level of student motivation can influence the influence of traditional games on student motivation and learning outcomes (Hayati et al., 2017). The analysis showed a significant effect between traditional and classic games on student motivation and learning outcomes. This shows the importance of using traditional games in improving student motivation and learning outcomes (Pappous & Hayday, 2016).

The increased involvement and activity of students in the learning process can explain the influence of traditional games on student motivation (Pan et al., 2019). Classic games can provide a fun learning experience, engage social interaction, and increase students' intrinsic motivation (Martínez-Santos et al., 2020). The higher the standard game score, the higher the student's learning motivation (Hartanto et al., 2021). Several factors can explain the influence of traditional games on student learning outcomes. First, classic games can improve students' understanding of concepts and skills practically and interactively (Bakhtiar, 2014). Games allow students to apply the knowledge and skills learned in real and exciting situations (Y. Zhang, 2021). This can improve students' understanding and retention

of information. Second, traditional games can increase student learning motivation (Fadillah et al., 2021). With a fun and engaging learning experience, students are more motivated to participate in the learning process actively. High motivation can affect students' concentration and effort and contribute to better learning outcomes (Pezoa-Fuentes et al., 2023; F. Zhang et al., 2021). The analysis results also showed the interaction between traditional games and student motivation to student motivation, classic games and student learning outcomes to student learning outcomes (Luo et al., 2020). This indicates that the students' motivation level can influence conventional games' influence on student motivation and learning outcomes. Educators must pay attention to student motivation and ensure that traditional games are well integrated into teaching to maximize their benefits.

In conclusion, this study shows that traditional games significantly influence students' motivation and learning outcomes (Wallhead et al., 2014). These findings provide a solid basis for considering using conventional games as a practical approach to improving students' motivation and learning outcomes. Educators can utilize traditional games in learning to create a fun, interactive, and meaningful learning environment for students (Hong et al., 2022; Merino-Campos & del Castillo Fernndez, 2016). In addition, this study also shows the importance of paying attention to student motivation in designing effective learning strategies. In the context of essential motion learning, this study shows that using traditional games significantly affects student motivation and learning outcomes (Merino-Campos & del Castillo Fernndez, 2016). This can be related to learning basic movements because basic movements often involve motor and physical interaction between students.

Traditional games can be a practical approach to essential motion learning, providing a fun and interactive learning experience (Kurniawan et al., 2020). Students can actively move through the game, develop basic motor skills, and improve their body coordination (Kesumawati et al., 2021). This positive learning experience can motivate students to participate in essential movement learning and try new activities.In addition, traditional games can also enrich students' learning experience through social interaction and teamwork (O'Connor et al., 2022). In conventional games, students can learn about rules, strategies, and tactics that involve cooperation with teammates (Sembiring et al., 2020). It can develop students' social skills, such as communicating, cooperating, and building trust in basic motion (Jones et al., 2020). Furthermore, using traditional games in essential motion learning can also facilitate contextual learning. Through conventional games, students can experience movement in real situations relevant to their daily lives. This can help students associate learned moves with their use in everyday life, thereby strengthening their understanding of primary motion and improving the transfer of learning.

In this study, the influence of traditional games on student motivation and learning outcomes was also supported by statistical analysis that showed a significant correlation between standard game variables and student motivation, as well as traditional game variables and student learning outcomes (Kokstejn et al., 2019). These results indicate that essential motion learning utilizing classic games can increase students' motivation and positively contribute to learning outcomes. In virtual motion learning, educators can use traditional games as an exciting and effective strategy for teaching basic motion to students. By integrating conventional games into meaningful motion learning, students can be more engaged and motivated and have a significant learning experience.

This study can be synchronized with several relevant game theories, such as intrinsic motivation theory, the theory of learning through play (play-based learning), and the theory of Constructivism (Pambudi & Widiyanto, 2019). Intrinsic motivation theory: this study shows that using traditional games in essential motion learning can increase student motivation. This is to the idea of intrinsic motivation, which states that humans naturally want to seek satisfaction and pleasure in their activities (Finlay et al., 2022).

Traditional games provide students with a fun, challenging, and meaningful experience in essential motion learning (Wildani & Gazali, 2020). They feel engaged and motivated to actively participate in crucial motion learning because they enjoy the games and challenges provided. Theory of Learning Through Play (Play-Based Learning): This study supports learning through play, emphasizing the importance of games in learning. In traditional games, students learn through hands-on experience, social interaction, and exploration of their surroundings. They develop basic motor skills, social skills and understanding of concepts indirectly through play. In the context of essential motion learning, traditional games have become an effective tool to teach students basic motion in a fun and natural way. Constructivism theory: this study also supports the principles of Constructivism theory, which emphasizes that learning occurs through individuals' active construction of knowledge. In essential motion learning using traditional games, students build their understanding of movement through experience and interaction with their environment. They create mental representations about movement, test hypotheses, and refine their skills through in-game interactions. Through this process, students construct their knowledge of basic movements and develop their motor skills.

This study supports using traditional games in essential motion learning by linking them to intrinsic motivation theory, learning through play theory, and constructivism theory. In this context, classic games become practical tools to increase student motivation, facilitate learning through play experiences, and allow students to construct knowledge about basic movements actively.

Conclusions

The use of traditional games in essential motion learning has a positive impact. Classic games encourage students' intrinsic motivation, increasing engagement and active participation in education. In addition, traditional games also facilitate learning through play, where students learn naturally through interaction with their surroundings. The concepts of intrinsic motivation theory, learning through play, and Constructivism can be integrated to explain the importance of traditional games in essential motion learning. Thus, classic games are a relevant new theory in meaningful motion learning, as they provide a fun, challenging and effective approach for students to develop motor skills and understanding of concepts.

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Conflict of interest

The authors declare that they have no competition.

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Покращення рухових навичок та мотивації до занять фізичною культурою за допомогою традиційних ігор

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Авторський вклад: A – дизайн дослідження; B – збір даних; C – статаналіз; D – підготовка рукопису; E – збір коштів

Реферат. Стаття: 10 с., 12 табл., 56 джерел.

Мета дослідження. Це дослідження спрямоване на вивчення рухових навичок та мотивації до занять фізичною культурою за допомогою традиційних ігор.

Матеріали та методи. Дослідження було проведено з використанням експериментального методу за участю 60 учнів початкових шкіл району Пурводаді, регентство Гробоган, Індонезія. Дані були зібрані шляхом оцінки рухових навичок та навчальної мотивації за допомогою афективних, когнітивних та психомоторних тестів, які були досліджені на предмет валідності та достовірності. Крім того, за допомогою спостережень за основними руховими навичками учнів оцінювали також їхній характер. Оцінювання основних рухових навичок проводилося до і після інтервенції, яка тривала 8 сесій протягом одного місяця. Аналіз даних проводився із застосуванням методу дисперсійного аналізу (ANOVA), доповненого регресійним аналізом результатів дослідження за допомогою програмного забезпечення SPSS 22.

Результати. Результати дослідження показали, що традиційний ігровий підхід має значний вплив на підвищення мотивації учнів до занять фізичною культурою. Традиційний ігровий підхід також сприяв позитивному впливу на результати навчання учнів. Завдяки практичному досвіду в цих традиційних іграх, учні можуть розвивати рухові навички, координацію, швидкість, силу, а також когнітивні аспекти, такі як стратегія, просторове мислення та аналіз ситуації.

Висновки. Завдяки залученню до традиційних ігор учні мають можливість краще зрозуміти та поважати культурну спадщину, а також розширити свій кругозір щодо культурного розмаїття. Рекомендації для проведення подальших досліджень включають розширення науково-дослідницької роботи за рахунок включення більшої вибірки, що може забезпечити більшу статистичну потужність для підтримки результатів дослідження у сфері традиційних ігор.

Ключові слова: рухові навички, мотивація, фізична культура, традиційні ігри, вдосконалений.

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