

## TEACHERS' EFFORTS TO INCREASE THE LEARNING MOTIVATION OF CHILDREN AGED 5-6 YEARS THROUGH TRADITIONAL CUBLAK-CUBLAK SUWENG GAMES

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### ABSTRACT

Motivation to learn is an important thing that must be built from an early age. Teachers are one of the motivators at school who must be able to build children's interest in learning. Play is one of the ways children gain knowledge, in other words, playing for children is learning. So the learning given to children must be through play, such as the traditional game cublak-cublak suweng conducted by teachers in Cilegon City. The traditional game is given to children aged 5-6 years in an effort to increase children's learning motivation which is still low. The research was conducted using the John Elliot model of classroom action research consisting of 2 cycles, where each cycle consists of planning, implementation, observation and reflection stages. The results showed that children's learning motivation increased from pre-cycle to cycle 2. Children showed a high attitude of curiosity, interest in playing again, feeling pleasure while playing, and knowledge as well as commands conveyed by the teacher through traditional games can be accepted and carried out by children very well. In other words, the traditional game cublak-cublak suweng is effective and successful in increasing the learning motivation of children aged 5-6 years.

**Keywords:** Learning Motivation, Cublak-cublak Suweng Traditional Game, The Teacher's Role in Learning

### ABSTRAK

Motivasi belajar merupakan hal penting yang harus dibangun sejak anak usia dini. Guru merupakan salah satu motivator di Sekolah yang harus mampu membangun minat anak untuk belajar. Bermain adalah salah satu cara anak memperoleh pengetahuan, dengan kata lain bermain bagi anak adalah belajar. Maka pembelajaran yang diberikan kepada anak harus melalui bermain, seperti permainan tradisional cublak-cublak suweng yang dilakukan oleh guru di Kota Cilegon. Permainan tradisional tersebut diberikan kepada anak usia 5-6 tahun berupaya untuk meningkatkan motivasi belajar anak yang masih rendah. Penelitian dilakukan dengan menggunakan jenis penelitian tindakan kelas model John Elliot yang terdiri dari 2 siklus, di mana setiap siklus nya terdiri dari tahap perencanaan, pelaksanaan, pengamatan dan refleksi. Hasil penelitian menunjukkan motivasi belajar anak meningkat dari pra siklus sampai siklus 2. Anak menunjukkan sikap rasa ingin tahu yang tinggi, ketertarikan untuk bermain lagi, merasakan kesenangan saat bermain, dan pengetahuan juga perintah yang disampaikan guru melalui permainan tradisional tersebut dapat diterima dan dilakukan oleh anak dengan sangat baik. Dengan kata lain, permainan tradisional cublak-cublak suweng efektif dan berhasil meningkatkan motivasi belajar anak usia 5-6 tahun.

**Kata kunci:** Motivasi Belajar, Permainan Tradisional Cublak-cublak Suweng, Peran Guru dalam Pembelajaran

## INTRODUCTION

Every human being in this world needs education. Education is the right of every citizen, including education at an early age in developing their potential from an early age. Early childhood is the best foundation in developing future life. In addition, education at an early age can optimise children's basic abilities in receiving the education process at later ages

With the issuance of Law No. 20/2003 on the National Education System (Sisdiknas), the existence of early childhood education is legally recognised. This is contained in section seven, article 28, paragraphs 1-6, where early childhood education is directed at pre-school education, namely children aged 0-6 years. In elaboration of the definition of Law No. 20/2003 on National Education System, the Ministry of Education and Culture states that: "Early childhood education is a coaching effort aimed at children from birth to six years of age which is carried out through providing educational stimuli to help physical and spiritual growth and development so that children have readiness to enter further education"<sup>1</sup>.

Based on data from the Directorate of Kindergarten and Primary School Development, in 2007 most early childhood education was organised by the community (private), which was around 98.7%. The main problem is that the gross enrolment rate was only 26.68%.

In addition, one of the problems that arise in the provision of education for children aged 5-6 years is the community's overly high expectations of children's cognitive abilities. In fact, in Cilegon City, early childhood education seeks to develop all aspects of child development, so that children are ready to continue their education to the formal level. This shows that the development of education for children aged 5-6 years

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<sup>1</sup> Departemen Pendidikan Dan Kebudayaan, "Undang-Undang Sistem Pendidikan Nasional," Depdiknas (2007); Dzikra Fadillah Alfarizka And Evi Selva Nirwana, "Pengaruh Metode Bercerita Terhadap Peningkatan Kemampuan Literasi Sosial Dan Finansial Anak Usia Dini," *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini* (Universitas Pahlawan Tuanku Tambusai, 2024), <https://doi.org/10.31004/obsesi.v8i2.5441>; Sulistianah Sulistianah And Ahmad Tohir, "Perkembangan Kemandirian Pada Anak Usia Dini Di Tk Amarta Tani Hkti Bandar Lampung," *Golden Age: Jurnal Ilmiah Tumbuh Kembang Anak Usia Dini* 5, No. 4 (2020): 179–86, <https://doi.org/10.14421/jga.2020.54-05>; Antonius Rachmat Chrismanto, Mutiara Magta, And Reni Ardiana, "Peran Program Kelas Dalam Membina Literasi Sains Pada Anak Usia Dini," *Jurnal Mentari: Manajemen, Pendidikan Dan Teknologi Informasi* (Pandawan Sejahtera Indonesia, 2024), <https://doi.org/10.33050/mentari.v2i2.490>.

needs to be improved so that the general educational goals can be achieved, so that educational institutions or schools are not considered boring .<sup>2</sup>

Therefore, the role of the community must be maintained and the role of the government in fostering and developing various policies on the education of children aged 5-6 years must be optimised, it is hoped that the development of education for children aged 5-6 years can be increased, in order to support the achievement of educational goals, namely developing abilities and shaping the character and civilisation of the nation and dignity in order to educate the nation's life, aiming to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become democratic and responsible citizens.

Because education can determine the development of a country. One of the education that is needed by humans is early childhood education. Without this education, it would be impossible to achieve such rapid progress in the fields of natural science, technology, computers and so on. The weak level of thinking of students is a big challenge for educators (teachers). Therefore, teachers are required to be able to design and implement learning experience programmes appropriately, according to children's conditions, and children's learning motivation must always be increased, so that students gain knowledge as a whole so that learning becomes meaningful to students. Meaningful here means that students will be able to understand the concepts learned through direct and real experiences.

In relation to learning motivation, in Cilegon City, there are several problems related to the low motivation of children to learn. It can be seen that children are less enthusiastic in every learning activity. Children's curiosity is low or passive in asking questions so in this case learning is still one-way or teacher learning centre. The learning carried out by the teacher still uses the lecture method, learning activities also do not develop aspects of child development and are less varied so that they are unable to attract children's interest and enthusiasm.

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<sup>2</sup> Zulkifli Sultan Et Al., "Peningkatan Pengetahuan Dan Skill Anak Di Usia Dini: Melalui Literasi Islamiah," *Losari: Jurnal Pengabdian Kepada Masyarakat* (Losari Institute, 2024), <https://doi.org/10.53860/Losari.V6i1.201>; Denis Islami Salsa, Lilis Madyawati, And Khusnul Laely, "Keyakinan Dan Praktik Literasi Pada Lembaga Pendidikan Anak Usia Dini," *Aulad: Journal On Early Childhood* (Universitas Pahlawan Tuanku Tambusai, 2024), <https://doi.org/10.31004/Aulad.V7i1.550>.

According to Confucius, he expressed the importance of learning from experience with the words; “I hear and I forget”, “I see and I remember”, “I do and I understand”. One system that can be applied is that students learn by “doing”. During the process of “doing” they will understand better and become more enthusiastic in class<sup>3</sup>. Meanwhile, according to Slameto, one of the to increase students' learning motivation is by using methods or approaches in learning because the use of poor teacher teaching methods will affect students' learning which is not good either, besides that the use of methods varies greatly depending on the learning material being taught including different levels of education, will affect the use of different methods<sup>4</sup>. In addition, according to Riyadi, learning motivation itself is all the psychic driving forces within individual children that can provide encouragement to learn in order to achieve the goals of learning.<sup>5</sup>

Learning motivation plays a very important role in developing student learning activities. Because motivation itself is part of student learning. Susanto added that learning motivation arises from adopting behaviour through social relationships. In these social relationships, a person can behave aggressively related to low social, social skills, social interaction, social communication<sup>6</sup>. In addition also low emotional management

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<sup>3</sup> Sri Hayati, *Belajar Dan Pembelajaran Berbasis Cooperative Learning*. (Yogyakarta: Graha Cendikia, 2017); Usman Usman, “Komunikasi Pendidikan Berbasis Blended Learning Dalam Membentuk Kemandirian Belajar,” *Jurnal Jurnalisa* 4, No. 1 (2019): 136–50, <https://doi.org/10.24252/jurnalisa.V4i1.5626>; Putri Rahmi And Hijriati, “Proses Belajar Anak Usia 0 Sampai 12 Tahun Berdasarkan Karakteristik Perkembangannya,” *Program Studi Pendidikan Islam Anak Usia Dini Fakultas Tarbiyah Dan Keguruan Uin Ar-Raniry Banda Aceh*, 2021, 141–54; Desy Natalia Et Al., “Pengembangan Modul Ips Berbasis Proyek Untuk Meningkatkan Kreativitas Belajar Peserta Didik,” *Jurnal Teknologi Pendidikan: Jurnal Penelitian Dan Pengembangan Pembelajaran* 8, No. 2 (2023): 327, <https://doi.org/10.33394/jtp.V8i2.6459>; Fajar Dwi Mukti, “The Implementation Of Cooperative Learning Model In Indonesian Language Learning In Grade Iv Of Madrasah Ibtidaiyah Jayapura City,” *Educasia: Jurnal Pendidikan, Pengajaran, Dan Pembelajaran* 8, No. 3 (July 20, 2023): 207–15, <https://doi.org/10.21462/educasia.V8i3.158>; Oleh : Fajar And Dwi Mukti, “Integration Of Science Literacy And Social Values In The Eraglobalization,” *Abdau : Jurnal Pendidikan Madrasah Ibtidaiyah*, Pisa, 1, No. 2 (April 19, 2018): 311–29, <https://doi.org/10.1787/9789264255425-En>; Ayu Sholina Et Al., “The Relationship Between Emotional Intelligence And Students’ Learning Achievement In Sd Takhassus Al-Quran,” *Abdau : Jurnal Pendidikan Madrasah Ibtidaiyah* 2, No. 2 (2019): 157–69, <https://jurnal.stpi-bim.ac.id/index.php/abdau/article/view/65>.

<sup>4</sup> Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: Rineka Cipta, 1995).

<sup>5</sup> Agus Riyadi Et Al., “Pengembangan Masyarakat Desa Terpadu Berbasis Potensi Lokal Di Jamean Kalibeber Mojotengah Wonosobo,” *Dedikasi: Jurnal Pengabdian Masyarakat* 16, No. 1 (June 2023): 1–22, <https://doi.org/10.32678/dedikasi.V16i1.7915>; Indhra Musthofa Et Al., “Peningkatan Mutu Pendidikan Melalui Program Literasi, Recycle, Motivasi, Dan Parenting,” *Jurnal Pembelajaran Pemberdayaan Masyarakat (Jp2m)* (Universitas Islam Malang, 2024), <https://doi.org/10.33474/jp2m.V5i1.21475>; Masdariah, Nurhayati B, And Rachmawaty, “Kajian Deskriptif Model Discovery Learning Dalam Meningkatkan Motivasi Belajar , Aktivitas Belajar Dan Hasil Belajar Peserta Didik,” *Prosiding Seminar Nasional Biologi Dan Pembelajarannya*, 2018, 551–56, <https://ojs.unm.ac.id/semnasbio/article/view/7061>; Sri Lestari, Yunisca Nurmalisa, And Ana Mentari, “Pengaruh Literasi Digital Dan Minat Baca Terhadap Motivasi Belajar Generasi Z,” *Hemat: Journal Of Humanities Education Management Accounting And Transportation* (Rayyan Jurnal, 2024), <https://doi.org/10.57235/hemat.V1i1.2062>; Farida Nurrokhmah, Apri Damai Sagita Krissandi, And Marciana Sarwi, “Peningkatan Motivasi Dan Hasil Belajar Mata Pelajaran Matematika Pada Siswa Kelas Ii Sdn Tambakrejo Melalui Model Discovery Learning,” *Jurnal Pendidikan Dan Teknologi Indonesia* 3, No. 1 (2023): 25–30, <https://doi.org/10.52436/1.jpti.54>.

<sup>6</sup> Ahmad Susanto, *Pendidikan Anak Usia Dini (Konsep Dan Teori)* (Jakarta: Pt Bumi Aksara, 2021); Rahady Puji Alfiansyah, “Manfaat Dari Dunia Teknologi Informasi Dan Komunikasi Dalam Pendidikan,” *Jurnal Sosial*

and understanding of social roles in adjusting themselves as students with their environment. If children's social relationships at school are comfortable and harmonious, then children will be motivated to learn and be able to complete tasks related to academic and developmental demands with enthusiasm and good.

Thus, it can be said that learning motivation is the drive and enthusiasm that exists in children to be interested and interested in learning activities. Learning motivation needs to be built in order to achieve children's learning goals, one of which can be done by creating good social relationships in the school environment so that children feel comfortable. Motivation is related to goals, the more valuable the goal for the person concerned, the more valuable the motivation and this motivation is very influential on action.

According to Purwanto, the function of motivation is to encourage the emergence of actions and actions, influence, actions that must be fulfilled, and reflect on actions or determine what to do<sup>7</sup>. Nasution clearly argues that motivation has three functions, namely: 1) encourages humans to do, so as a driver or motor that releases energy, 2) determines the direction of action, namely towards the goal to be achieved, and 3) selects actions, namely determining what actions must be carried out that are incompatible to achieve that goal, by setting aside actions that are not beneficial to that goal<sup>8</sup>. A person who is really determined to win in the match, will not spend his time playing cards, because it is not in harmony with the goal.

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*Teknologi* 3, No. 6 (2023): 469–73, <https://doi.org/10.59188/Jurnalsostech.V3i6.741>; Lativa Qurrotaini Et Al., “Sosialisasi Budaya Literasi Bacaan Di Kampung Pemulung Ciputat, Tangerang Selatan,” *Jurnal Pelayanan Dan Pengabdian Masyarakat (Pamas)* (Lembaga Penelitian Dan Pengabdian Masyarakat (Lppm) Universitas Respati Indonesia, 2024), <https://doi.org/10.52643/Pamas.V8i2.3022>; Melati Mediana Tobing, “Literasi Anti Hoaks Dan Sosialisasi Pelaksanaan Pemilu 2024 Pada Generasi Z Melalui Webinar,” *Jurnal Comunita Servizio : Jurnal Terkait Kegiatan Pengabdian Kepada Masyarakat, Terkhusus Bidang Teknologi, Kewirausahaan Dan Sosial Kemasyarakatan* (Uki Press, 2024), <https://doi.org/10.33541/Cs.V6i1.5764>; Suryati Suryati Et Al., “Sosialisasi Pencegahan Bullying Dan Penguatan Numerasi Peserta Didik Di Sd Inpres Karunrung Makassar,” *Bima Abdi: Jurnal Pengabdian Masyarakat* (Yayasan Pendidikan Bima Berilmu, 2024), <https://doi.org/10.53299/Bajpm.V4i1.371>; Nidhia Firdha Kurniasih And Fathurrahman Kurniawan Ikhsan, “Masalah Sosial Anak Usia Dasar,” *At-Ta’lim : Media Informasi Pendidikan Islam* 18, No. 1 (2019): 111, <https://doi.org/10.29300/Attalim.V18i1.1616>; Noviani Arum Sari Nur Hidayat, Ratih Novi Septian, And Yusuf Tri Herlambang, “Sosial Media Dalam Masyarakat Sebagai Konsep Nyata Determinisme Teknologi,” *Upgrade : Jurnal Pendidikan Teknologi Informasi* 1, No. 2 (2024): 73–80, <https://doi.org/10.30812/Upgrade.V1i2.3715>; Richard Julianus Rajagukguk And Elizabeth Susanti, “Peranan Sosial Media Dalam Mengedukasi Generasi Muda Mengenai Literasi Keuangan Untuk Membangun Kebiasaan Menabung,” *Ideas: Jurnal Pendidikan, Sosial, Dan Budaya* (Ideas Publishing, 2024), <https://doi.org/10.32884/Ideas.V10i2.1717>; Donabella Juventia And Shafaa Aladini Yuan, “Ketimpangan Sosial Dalam Bidang Pendidikan Dan Dampaknya Terhadap Kesejahteraan Masyarakat,” *Motekar: Jurnal Multidisiplin Teknologi Dan Arsitektur* 2, No. 1 (2024): 418–27, <https://doi.org/10.57235/Motekar.V2i1.2335>; Rifda Qonita And Laily Rosidah, “Pengaruh Youtube Terhadap Kemampuan Interaksi Sosial Anak Usia 5-6 Tahun,” *Indonesian Journal Of Early Childhood: Jurnal Dunia Anak Usia Dini*, Vol. 5, 2023, <http://jurnal.unw.ac.id/Index.Php/Ijec>.

<sup>7</sup> Purwanto, Psikologi Pendidikan (Jakarta: Pt Remaja Rosdakarya, 2000).

<sup>8</sup> Nasution, *Didaktik Asas-Asas Mengajar*. (Jakarta: Bumi Aksara, 2005).

To study various motivations, it is necessary to hold a classification, this motivation classification has many kinds and each is not absolute because it is made solely to make it easier to study it. One classification of motivation is based on its formation, seen on the basis of its formation by Sardiman motivation is divided into two parts, namely: 1) innate motives, namely motives that are brought from birth without being learned and 2) learned motives, namely motives that arise because they are learned<sup>9</sup>. What is meant by innate motives is motives that are brought from birth, so motivation exists without being learned. For example, the urge to eat, drink, work, rest, and sexual urges. These motives are often called biologically required motives.

Learnt motives are those that arise because they are learnt. For example, the urge to learn a branch of science, the urge to teach something in society. These motives are often called socially required motives, as humans live in a social environment with other fellow humans so that motivation is formed. Thus, parents and teachers as mentors in teaching and learning activities can help in the effort to achieve achievement.

Basically, a person's motivation to carry out certain activities is determined by the strength of the intensity to determine the measurement of motivation. So that it is known that the strong and weak motivation of an individual cannot be measured directly, because motivation is not an observable substance. What can be done is to identify some indicators in certain terms.

These indicators as stated by Makmun include: 1) The duration of the activity (how long the ability to use the time to do the activity), 2) The frequency of activities (how often activities are carried out in a certain period of time), 3) Presentation (accuracy and attachment) to the purpose of the activity, 4) Fortitude, tenacity, and ability to face obstacles and difficulties to achieve goals, 5) Devotion (devotion) and sacrifice (money, energy, thoughts, even his soul or his life) to achieve goals, 6) The level of aspiration (intentions, plans, goals or targets and idols) to be achieved by the activities carried out, 7) The level of qualification of the achievement or product or *output* achieved from its activities (how much, adequate or not, satisfactory or not), and 8) The direction of its attitude towards the target of the activity (like or dislike, positive or negative).<sup>10</sup>

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<sup>9</sup> Sardiman, *Interaksi & Motivasi Belajar Mengajar* (Jakarta: Raja Grafindo Persada, 2003).

<sup>10</sup> Abin Syamsudin Makmun, *Psikologi Pendidikan Perangkat Sistem Pengajaran Modul*. (Bandung: Pt. Remaja Rosdakarya, 2002).

Learning motivation should be instilled from an early age, as we all know that early childhood, namely children with an age range of 0-6 years, is the golden age. During this period, all stimulation given to children will be received quickly and well. The stimulation is obtained by the child from what the child sees, feels, touches and hears. Learning motivation given to children as early as possible, allows children to have a sense of interest and interest in continuing to learn something. If the learning motivation is given in the right way, it will be embedded in the child's seriousness and enthusiasm for learning that will continue to be carried over until the child grows up.

In providing learning motivation to children, we must first understand the characteristics of early childhood that at this age, almost one day in a child's life explores himself by playing. Play is a world for children that is fun. Not only that, Hayati, et al, said that play has functions and benefits for children, namely it can hone physical skills, creativity, personality, and can develop all aspects of child development .<sup>11</sup>

According to Mulyana and Lengkana, traditional games are an intergenerational heritage that has meaning behind the movements, words, and tools used. These messages are beneficial for children's cognitive, emotional and social development as a preparation or means of learning children towards life in adulthood .<sup>12</sup>

Andriani added the previous opinion, that traditional games are cultural products of great value to children in order to fantasize, recreate, create, exercise which is also a means of practicing for social life, skills, politeness and agility<sup>13</sup> . It can be concluded that traditional games are created from the results of the cultural process of ancient peoples / humans that have been passed down from generation to generation and have local wisdom values and important messages conveyed in each game, whether in the movements, speech or tools used. For children who are in the concrete operational period (aged 0-6 years), traditional games are very suitable to be applied where students are actively

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<sup>11</sup> Siti Nur Hayati And Khamim Zarkasih Putro, "Bermain Dan Permainan Anak Usia Dini," *Generasi Emas* 4, No. 1 (July 2021): 52–64, [https://doi.org/10.25299/Jge.2021.Vol4\(1\).6985](https://doi.org/10.25299/Jge.2021.Vol4(1).6985); Fery Wijayanto Et Al., "Pedagogik Inovatif: Upaya Meningkatkan Motivasi Belajar Dan Kemampuan Literasi Anak Di Pulau Mapur Bintan," *Jurnal Dharma Bhakti Ekuitas* (Stie Ekuitas, 2024), <https://doi.org/10.52250/P3m.V8i2.758>; Sugiyono Sugiyono, "Meningkatkan Motivasi Belajar Biologi Dengan Pembelajaran Aktif Berbantuan Teknologi Informasi Di Smk Cangkringan," *Jurnal Keguruan Dan Ilmu Pendidikan (Jkip)* 1, No. 3 (2023): 214–20, <https://doi.org/10.61116/Jkip.V1i3.175>; Y Alpian, A S Anwar, And P Puspawati, "Pengaruh Model Pembelajaran Contextual Teaching And Learning (Ctl) Terhadap Motivasi Belajar Siswa," *Jurnal Basicedu*, 2019, <http://www.jbasic.org/index.php/basicedu/article/view/174>.

<sup>12</sup> Mulyana & Lengkana, *Permainan Tradisional*. (Bandung: Salam Insan Mulia , 2019).

<sup>13</sup> Tuti. Andriani, "Permainan Tradisional Dalam Membentuk Karakter Anak Usia Dini. ," *Jurnal Sosial Budaya*. 9, No. 1 (2012).

involved in playing in real related situations. The traditional game chosen in this study is the traditional game cublak-cublak suweng.

The traditional game cublak-cublak suweng in the research conducted by Haris is a traditional game originating from Central Java. The history of this game, in relation to the creation of the song cublak-cublak suweng, comes from Walisongo, a figure spreading Islam on the island of Java. There are sources that say cublak-cublak suweng was created by Sunan Giri, but other sources say the creator was Sunan Kalijaga<sup>14</sup>. This shows that the song has been around for a long time, since Walisongo spread Islam in Java. Therefore, the game of cublak-cublak suweng has a deep philosophical meaning because it is one of the media used by Walisongo in spreading Islam in the archipelago.

The technicalities of the traditional game Cublak-cublak suweng are as follows;

1. Preparation; a) the game is played by 3-5 children and b) one grain/pebble that can be grasped.
2. How to play; a) do hompimpa or gambreng and the loser becomes Pak Empo lying face down in the middle, the other children sit around Pak Empo.
3. All players open their palms facing upwards and place them on Mr Empo's back. One of the children holds a seed/gravel and moves it from one palm to the other accompanied by the song Cublak-Cublek Suweng. "Cublak-cublek suweng, suwenge ting gelenter, mambu ketundung gudel". Pak empo lirak-lirik, sapa mau sing delekke. Sir sir pong dele gosong, sir sirpong dele gosong".
4. In the sentence "Sapa mau sing delekke" hand a seed/pebble to a child's hand to be hidden in the grip.
5. At the end of the song, all the children clasp their hands together, pretending to hide the pebbles, while moving their hands.
6. Pak Empo gets up and guesses in whose hand the seeds/pebbles are hidden. If the guess is correct, the child holding the seed/pebble turns into Pak Empo. If it is wrong, Pak Empo returns to his original position and the game is repeated.

According to Nugrahastuti, cublak-cublak suweng has cooperation value, harmony value, and creativity value. The following is a description of the character values of cublak-cublak suweng; 1) The value of co-operation this game is very qualified with

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<sup>14</sup> Irfan. Haris, " Kearifan Lokal Permainan Tradisional Cublak-Cublak Suweng Sebagai Media Untuk Mengembangkan Kemampuan Sosial Dan Moral Anak Usia Dini.," *Jurnal Audi* 1, No. 1 (2016).



the nuances of togetherness because it is played with several other friends. The cublak-cublak suweng game is played with movements and songs. The cublak-cublak suweng game song, which consists of 6 lines, is sung together followed by easy movements. The rules contained in this game are also obeyed by all players and the players directly agree on them. If someone does not sing or move, then the pace of this game will not be good, 2) The value of harmony when playing the game cublak-cublek suweng usually children will be happy and have the opportunity to socialise. Feeling happy and comfortable is one of the important things as a foundation for character building. The sense of fun when playing cublak-cublak suweng will bring its own thing to the player, namely a sense of having a role in the game. Children who are quiet, ignorant, stubborn, stubborn, active or passive in this game will usually melt so that harmony is created, and 3) The value of creativity in the cubak-cublak suweng game trains children to be more creative, namely in this game players use seeds or pebbles as a substitute for uwer which is now difficult to find. This game also trains children to think, namely when the child guesses the child who is holding the uwer or seed.<sup>15</sup>

In this study, the traditional game cublak-cublak suweng was chosen to add to the repertoire of children's learning or playing activities at school that seeks to increase children's learning motivation. The cublak-cublak suweng game is a fun game so it is expected that children will actively participate in every process and rule of the game. In addition, the hope is that when children play the game with pleasure, they will be able to absorb the information or knowledge provided by the teacher in the cublak-cublak suweng game. So that this game is not only fun for children, but also increases children's knowledge and curiosity or interest in playing again.

## RESEARCH METHODS

The research method used in this study is class action research. Classroom action research is an activity carried out to observe events in the classroom to improve practices in learning to be more qualified in the process so that learning outcomes become better. The research model refers to the John Elliot model which consists of planning, implementation, observation, and reflection. The research subjects were 15 children aged

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<sup>15</sup> Eka., Dkk. Nugrahastuti, "Nilai-Nilai Karakter Pada Permainan Tradisional. Prosiding Seminar Nasional Inovasi Pendidikan. Inovasi Pembelajaran Berbasis Karakter Dalam Menghadapi Masyarakat Ekonomi Asean," 2016.

5-6 years at the Al-Kautsar institution which is located at Jalan Pangeran Jaya karta RT.01 RW.03 Kelurahan Ramanuju Purwakarta District Cilegon City.

## RESEARCH RESULTS AND DISCUSSION

### Pre Cycle Results

Before conducting classroom action research, researchers and collaborators first observed the children to be studied in order to plan activities in cycle I, this observation was carried out before Cycle I was implemented. Researchers and collaborators recorded children's abilities before class action was taken. The scores obtained by children at the time of observation are as follows:

**Table 1.** Pre-Cycle Score

NO	Name	Aspects					Total Score
		1	2	3	4	5	
1	A	3	2	3	2	2	12
2	B	2	2	2	2	2	10
3	C	3	2	3	2	2	12
4	D	2	2	3	3	2	12
5	E	3	2	2	2	2	11
6	F	2	2	3	2	2	11
7	G	3	2	3	3	2	13
8	H	3	2	2	2	2	11
9	I	2	2	3	2	2	11
10	J	3	2	3	2	2	12
11	K	2	2	2	3	2	11
12	L	3	2	3	2	2	11
13	M	2	2	3	3	2	13
14	N	3	2	3	2	2	12
15	O	3	3	3	2	2	13

### Cycle I Results

The results of observations about teacher and student activities in learning cycle I can be seen in the following table:

**Table 2.** Cycle I scores

NO	Name	Aspects					Total Score
		1	2	3	4	5	
1	A	4	4	3	3	3	17

2	B	4	3	3	3	3	16
3	C	4	3	3	3	3	16
4	D	4	3	3	3	3	16
5	E	4	3	3	3	3	16
6	F	4	3	3	3	3	16
7	G	4	3	3	3	3	16
8	H	4	4	3	3	3	17
9	I	4	4	3	3	3	17
10	J	4	2	3	3	3	15
11	K	4	4	3	3	3	17
12	L	4	4	3	3	3	17
13	M	4	4	3	4	4	19
14	N	4	3	3	3	3	16
15	O	4	3	3	4	4	18

### Cycle II Results

The results of observations about teacher and student activities in learning cycle II can be seen in the following table:

**Table 3.** Cycle II Scores

NO	Name	Aspects					Total Score
		1	2	3	4	5	
1	A	5	5	4	5	5	24
2	B	5	5	4	4	3	21
3	C	5	5	3	5	5	23
4	D	5	5	4	4	3	21
5	E	5	5	4	5	5	24
6	F	5	5	4	4	3	21
7	G	5	5	4	4	3	21
8	H	5	5	4	5	5	24
9	I	5	5	4	3	4	21
10	J	5	5	4	4	3	21
11	K	5	5	4	5	5	24
12	L	5	5	4	4	3	21
13	M	5	5	4	5	5	24
14	N	5	5	4	4	3	21
15	O	5	5	4	5	5	24

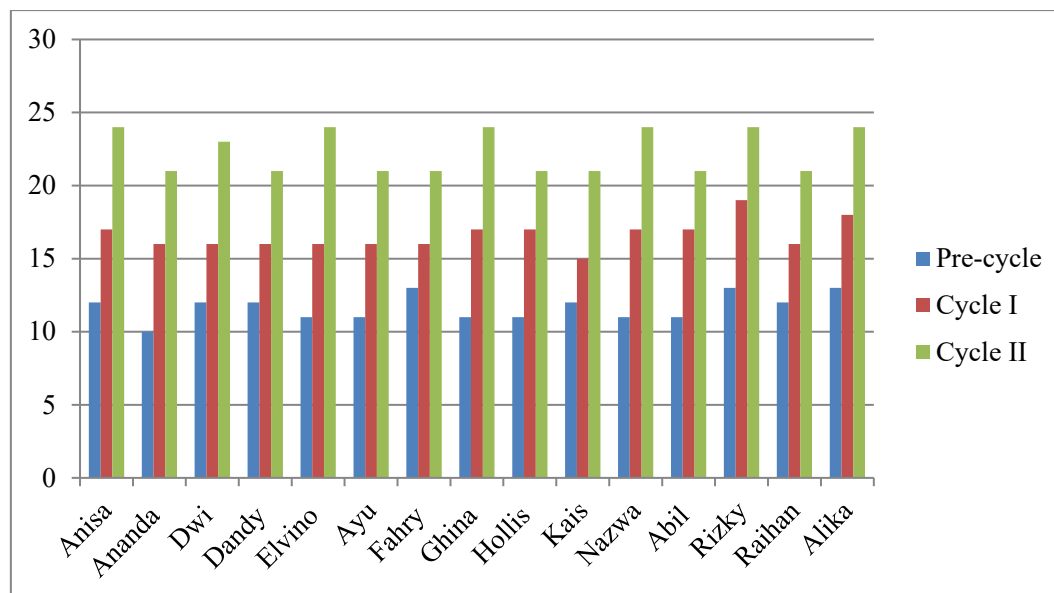
The results of children's scores from pre-cycle to cycle II show that all children experienced a satisfactory increase, which can be seen in the table below:

**Table. 4.** Scores from Pre-Cycle, Cycle I, and Cycle II

NO	Name	Pre-cycle Score	Cycle I Score	Cycle II Score	Description
1	A	12	17	24	Increased
2	B	10	16	21	Increased
3	C	12	16	23	Increased
4	D	12	16	21	Increased
5	E	11	16	24	Increased
6	F	11	16	21	Increased
7	G	13	16	21	Increased
8	H	11	17	24	Increased
9	I	11	17	21	Increased
10	J	12	15	21	Increased
11	K	11	17	24	Increased
12	L	11	17	21	Increased
13	M	13	19	24	Increased
14	N	12	16	21	Increased
15	O	13	18	24	Increased

The recapitulation of children's scores from pre-cycle to cycle II can also be seen in the graph below:

**Graph. 1.** Recapitulation of Children's Scores from Pre-Cycle, Cycle I and Cycle II



## Discussion

The traditional game of cublak-cublak suweng in learning for children aged 5-6 years can be linked to the theory of constructivism learning proposed by Piaget and Vygotsky. According to Piaget, children learn through direct experience and interaction with the surrounding environment. In this context, the cublak-cublak suweng game provides opportunities for children to be actively involved in learning that is exploratory and fun. In addition, Vygotsky emphasised the importance of social interaction in learning, where children can learn more effectively through guidance from teachers or peers<sup>16</sup>. In this game, social interaction is very strong, as children practice working together, waiting their turn, and understanding the rules of the game which strengthens their social and cognitive aspects.

Based on the research conducted, at the pre-cycle stage, several shortcomings in learning were found. Teachers still dominantly use the lecture method which causes a lack of children's learning motivation. This is in accordance with Skinner's behaviourism theory which states that learning motivation can be increased through pleasant stimulus and positive reinforcement. In this context, the teacher-centred approach and lack of interactive activities led to the low motivation scores. Therefore, the application of traditional games such as cublak-cublak suweng can be an effective stimulus to increase children's engagement in the learning process.

In the first cycle, the application of traditional games in learning began to show a positive impact on children's motivation, although teachers still experienced obstacles in its application. Based on Kolb's experiential learning theory, children learn better when they directly experience fun and meaningful activities. In the cublak-cublak suweng game, children not only hear the theory but also actively participate, develop motor skills, and improve their social skills. The increase in the children's scores proves that this method is more effective than the lecture method which is less interesting to them.

In the second cycle, teachers began to better understand the importance of traditional game-orientated lesson planning as part of active learning strategies. This is closely related to active learning theory, where children are more motivated when they

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<sup>16</sup> Masrurotul Mahmudah, Muh Ngali, And Zainal Makmun, "Application Of Cublak-Cublak Suweng Traditional Game In Thematic Learning Of Early Childhood Education," *Jcd: Journal Of Childhood Development* 2, No. 2 (2022): 79–89, <https://doi.org/10.25217/jcd>; Retno Anggraini Et Al., "Development Of Religious And Moral Values Through Cublak-Cublak Suweng Traditional Games To Build Children's Character," *Joyced: Journal Of Early Childhood Education* 1, No. 2 (December 26, 2021): 115–26, <https://doi.org/10.14421/joyced.2021.12-05>.

are directly involved in interactive learning activities. With teachers' creativity in developing more varied game activities, children showed a significant increase in interest and motivation to learn. Thus, the theories of constructivism, behaviourism, experiential learning and active learning all support that the application of the traditional game cublak-cublak suweng in learning can effectively increase the learning motivation of children aged 5-6 years.

## CONCLUSIONS

Based on classroom action research that has been carried out from pre-cycle action to cycle II, it can be concluded that traditional cublak-cublek suweng games have succeeded in increasing the learning motivation of children aged 5-6 years

From the analysis of the data obtained, it can be said that the teacher's efforts in increasing children's learning motivation through traditional cublak-cublak suweng game activities went well as expected so that all children experienced an increase in scores from pre-cycle to cycle II. From the results of children's scores in the pre-cycle which only showed a low score of 10-13 scores, it slowly increased after the action in cycle I, namely in the range of 16-19 scores obtained by children. Then, children's scores increased again in cycle II, the range of scores obtained by children in cycle II was in the range of 21-24 scores.

The success of increasing children's learning motivation is a form of teacher efforts by presenting fun learning activities for children, namely through traditional cublak-cublak suweng games marked in the observation sheet. In addition to children showing a sense of pleasure and joy when playing, children also show a high attitude of enthusiasm and curiosity, children are motivated to do play activities again, think and take the initiative in the game, and listen to also obey the rules of the game or instructions that the teacher gives, so that the teacher can control the condition of children while playing.

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