Babuta'an Traditional Games In Increasing Students' Learning Motivation

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Babuta'an Traditional Games In Increasing Students' Learning Motivation

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Abstract. *The researcher chose the traditional game Bubuta'an to overcome noise outside the classroom due to school renovations which resulted in students' lack of focus on learning. The traditional game Bubuta'an is also a traditional game in South Kalimantan which in Indonesian is known as the game Si Buta-Si Buta. The aim of research is to analyze the role of traditional babuta'an games in increasing students' learning motivation. The type of research used is Classroom Action Research with a qualitative approach. The research results show that the percentage of students' classical learning motivation obtained at the first meeting was 75% with the criterion "Mostly Skilled", at the second meeting it had increased to and had increased at the second meeting to 92% with the criterion " Almost All Skilled" and at the third meeting it had increased to 96% with the criteria "Almost All are Skilled" . This was because at the first meeting several students had not achieved the assessment indicators. So these conditions are below standards set by researchers for developing students' learning motivation. To overcome these obstacles, educators make improvements motivating, providing reinforcement, paying attention and reminding students to be more interested in participating in the learning process. The conclusions obtained by traditional game Babuta'an can be used as a means of developing students' learning motivation.*

Keywords: *babuta'an, motivation, traditional games, students*

INTRODUCTION

Globalization is a change in the form of strengthening relations between society and social factors as a result of transculturation and the development of modern technology (Fauzi & Ihsan, 2022). This development certainly cannot be avoided and must be responded to appropriately. A nation that is able to take advantage of the opportunities of today's progress will become a developed country (Rondiyah et al., 2017). A country can be said to be advanced if the level of social welfare is high (Pitaloka et al., 2022). This can be seen from three main things, namely adequate health levels, quality education levels and high income levels (Rahmat, 2021). The challenge of the Education Revolution 5.0 is how education can become a pivot that can change and meet needs that are always changing according to global conditions. In facing these challenges, education should be able to equip students with 4C skills which include Communication, Collaboration, Critical Thinking and Problem Solving, and Creativity and Innovation (Prayogi & Estetika, 2019).

The problem in the field of education, especially at the elementary school level, is the lack of interest and motivation of students in learning activities (Jannah & Atmojo, 2022). Motivation is a stimulus or encouragement given to individuals from external or internal sources (Amiruddin et al., 2022). Through this motivation, a person will have the desire to

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change according to the motivator's direction (Cahyono et al., 2022). In the field of education, the role of motivation itself is very important, because this will achieve achievement in the field of learning. According to literature studies, it is clear that the learning activities carried out by students are influenced by motivation in learning (Anggryawan, 2020). Apart from that, learning achievement in the field of learning will be achieved when students have high motivation (Arisanti & Adnan, 2021). However, students' learning achievement will decrease/low when they do not have motivation to study (Nuha et al., 2022).

An increase in motivation itself can be stimulated by teachers and other people through the use of methods that suit the characteristics of students (Syaparuddin et al., 2020). Students will more easily remember or understand the material through the role of educators who carry out meaningful learning (Mayasari et al., 2021). Therefore, learning will be meaningful with a learning process that is supported by educational innovations that are presented during learning (Asmara, 2019).

The learning system in elementary schools is implemented on an integrative (integrated) thematic basis where in each learning activity various subjects are combined through the same theme (Anshory et al., 2018). Considering the importance of students' mastery of learning material in elementary schools, it requires educators to use good learning strategies (Indah et al., 2023). Meanwhile, according to Parawangsa et al. (2022) that learning strategies themselves are methods or patterns used by educators to create effective teaching and learning activities. Students can be actively involved in independent and group learning in physical activities, emotions such as interest, boredom, joy and enthusiasm as well as social skills.

Learning material in elementary schools requires activities that are fun and motivating for students so that they can be active when teaching and learning, not passively just sitting on a bench or just listening. Students who have inner motivation to learn will be more likely to have enthusiasm for learning so that students can achieve learning goals (Rahman, 2021). With this, students will have satisfaction in class because there is motivation both internal and external and will involve students to be active in the learning process. This kind of learning process gives them the opportunity to think and convey in their own language and understand it (Sukarini & Manuaba, 2021).

The results of a joint interview with the teacher at SDN Antasan Besar 7 explained that the daily learning activities carried out implemented conventional learning where students only listened to explanations from the teacher. This will certainly have an impact on boredom and low learning motivation experienced by students. This one-way learning activity will have an

impact related to the difficulty of achieving learning objectives which will of course have an impact on the quality of graduates. Based on this, handling is needed in carrying out learning activities through the use of appropriate strategies, one of which is by implementing learning based on the traditional game of Blind'an.

The researcher chose the traditional game Bubuta'an to overcome noise outside the classroom due to school renovations which resulted in students' lack of focus on learning. The traditional game Bubuta'an is also a traditional game in South Kalimantan which in Indonesian is known as the game Si Buta-Si Buta. With this game, students are trained to have an honest, sportsmanlike attitude, dare to use their instincts and dare to express their opinions. With this game, it is hoped that students will become more interested because they can learn while playing.

Based on the explanation above, the author took the title "Traditional Babuta'an Game in Increasing Students' Learning Motivation". The purpose of this writing is to analyze the role of the traditional game babuta'an in increasing students' learning motivation.

METHOD

The type of research used is PTK (Classroom Action Research) with a qualitative approach. The research was conducted at SDN Antasan Besar 7. The research subjects consisted of 10 female students and 14 students. This research focuses on increasing learning motivation. The indicators used in the instrument to measure learning motivation include (1) the existence of interesting activities in learning activities, (2) the existence of aspirations or hopes for the future, (3) the need and encouragement to learn, and (4) having desire or desire to succeed. The following is Figure 1 which explains the PTK research flow, namely:

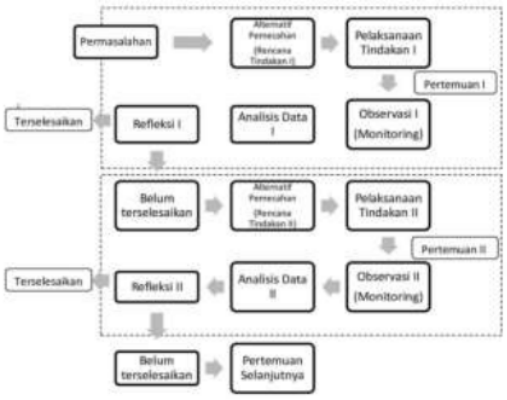

Figure 1. Classroom Action Research Flow

The data sources are educators, students, and the 6C abilities of class V students at SDN Antasan Besar 7. The type of data used in the research comes from primary data and secondary data. Data collection techniques are carried out through observation and test activities. After the data is collected, it continues with data analysis techniques. The aim of this data analysis is to analyze the data critically and sharply so that new research can be obtained and conclusions can be drawn from the research results.

RESULTS AND DISCUSSION

Research Result

Researchers conducted interviews and observations at SDN Antasan Besar 7 and found the problem that in the learning activities carried out, students' learning motivation had not developed optimally. Students' learning motivation is also relatively low, this can be seen when they participate in the learning process but are not yet interested in the explanations given by the teacher.

At the first meeting, it was discovered that students' low learning motivation could be determined by calculating the total scores obtained by students. At the first meeting, the results obtained were presented in Table 1 and then a recapitulation was carried out which was presented in Table 2, namely:

Table 1. Analysis of Observation Results of the Concept of Student Learning Motivation in Meeting I

No	Aspect	Assessment criteria										S.A	Classical (%)
		TA		KA		C.A		A		S.A			
		F	%	F	%	F	%	F	%	F	%		
1	Aspect A	0	0%	1	4%	3	13%	5	21%	15	63%	15	63%
2	Aspect B	0	0%	2	8%	5	21%	10	42%	7	29%	7	29%
3	Aspect C	0	0%	0	0%	3	13%	13	54%	8	33%	8	33%
4	Aspect D	0	0%	1	4%	2	8%	4	17%	17	71%	17	71%

Table 2. Recapitulation of Observations on the Concept of Student Learning Motivation in Meeting I

No	Score range	Information	Frequency	Percentage
1.	13 – 16	Very Skilled	18	75%
2.	9 – 12	Skilled	5	21%
3.	5 – 8	Quite Skilled	1	4%
4.	1 – 4	Less Skilled	-	-
5.	0	Unskilled	-	-
Amount			24	100%
Percentage of classic activeness (active and very active)			75%	
Criteria			*Most are skilled*	

In the first aspect, students' ability to have the desire and desire to succeed. For a score of 0 with the "Not Skilled" criterion, no students obtained it. and score 1 of the "Less Skilled" criteria as much as 4% (1 student). There were 13% (3 students) who got a score of 2 with the "Quite Skilled" criteria, because the students did not interrupt other people's conversations and gave opportunities to friends who wanted to give responses but were still noisy when other groups were presenting and were not yet able to become a good listener. Students received a score of 3 with the "Skilled" criterion of 21% (5 students), because students did not interrupt other people's conversations, gave opportunities to friends who wanted to give responses and did not make noise when other groups were presenting but were not yet able to be good listeners. Good. Students received a score of 4 with the criteria "Very Active" as much as 63% (15 students), because students did not interrupt other people's conversations, gave opportunities to friends who wanted to give responses, did not make noise when other groups were presenting and were able to be good listeners. Good.

In the second aspect, students' ability to have a sense of encouragement and need in learning. For a score of 0 with the "Not Skilled" criterion, no students obtained it. The students who got a score of 1 with the "Less Skilled" criteria were 8% (2 students), because the students were only able to listen to their group colleagues when discussing but were not able to exchange information with their group colleagues, were not able to convey ideas, thoughts and opinions. verbally or not yet able to conclude the results of discussions and exchange information in groups. Students who received a score of 2 with the "Quite Skilled" criteria were 21% (5 students), because students were only able to listen to their group colleagues when discussing and exchanging information with their group colleagues but were not yet able to convey ideas, thoughts and opinions verbally and not yet able to conclude the results of the discussion and exchange information in the group. Students obtained a score of 3 with the "Skilled" criterion as much as 42% (10 students), because students were able to listen to their group colleagues when discussing, were able to exchange information with their group colleagues and were able to convey ideas, thoughts and opinions orally or were just not able to. summarize the results of the discussion and exchange information in the group. For a score of 4 with the criteria "Very Skilled" as many as 29% (7 students), because students are only able to listen to their group colleagues when discussing, are able to exchange information with their group colleagues, are able to convey ideas, ideas and opinions orally and are able to conclude the results of the discussion and exchange information in groups.

In the third aspect, the ability of students to create a conducive environment when learning so that it makes students comfortable. For a score of 0 and a score of 1 with the "Not Skilled" criterion and the "Less Skilled" criterion, no students obtained it. There were 13% of students who got a score of 2 with the criteria "Skilled Enough" (3 students), because the students were able to open and close presentations well and were able to convey discussion results reports in good and correct language but were not yet able to submit results reports. discussion in a clear voice and not yet able to convey a report on the results of the discussion using pronunciation that is easy to understand. Students obtained a score of 3 with the "Skilled" criteria as much as 54% (13 students), because students were able to open and close presentations well, were able to convey discussion results reports in good and correct language and were able to convey discussion results reports in a clear voice. clear but not yet able to convey a report on the results of the discussion using pronunciation that is easy to understand. For a score of 4 with the criteria "Very Active" as many as 33% (8 students), because students are able to open and close presentations well, are able to convey discussion results reports in good and correct language, are able to convey discussion results reports in a clear voice and be able to convey reports on the results of discussions using pronunciation that is easy to understand.

In the fourth aspect, the ability of students to be enthusiastic when there are interesting activities in learning. For a score of 0 with the criterion "Not Skilled" there were no students who got it and a score of 1 with the criterion "Less Skilled" was 4% (1 student). Meanwhile, students who got a score of 2 with the criterion "Quite Skilled" were 8% (2 participants). students), because students pay attention to fellow classmates who are presenting and are able to respond to other groups' presentations but are not yet able to ask questions and are not able to give appreciation to other groups during presentations. Students received a score of 3 with the "Skilled" criterion of 17% (4 students), because students paid attention to their classmates who were presenting, were able to respond to other groups' presentations, were able to give appreciation to other groups during presentations but were not yet able to ask questions. For a score of 4 with the criteria "Very Active" as many as 71% (71 students), because students pay attention to classmates who are presenting, are able to respond to other groups' presentations, are able to give appreciation to other groups during presentations and are able to ask questions

Based on the data in the table above, it can be seen that at meeting 1 there were 18 students who were classified as "Very Skilled" with a percentage of 75%. So based on these data, students' classical learning motivation is at 75%. So this condition is still below the standard set by researchers, namely ≥80%.

Assessment of student learning outcomes in the form of scores from group worksheets, LKPD, and learning evaluations as well as affective (attitude) and psychomotor (skill) scores using the Traditional Bubuta'an Game, at meeting I. Recapitulation of learning outcomes is presented in Table 3 while in Table 4 explains the data on accumulated learning completion.

Table 3. Recapitulation of Observations on Student Learning Results from Meeting I

No	Range Mark	Cognitive		Affective		Psychomotor		Information
		F	%	F	%	F	%	
1.	90-100	6	25%	0	42%	3	25%	Complete
2.	80-89	10	67%	15	25%	6	50%	Complete
3.	70-79	1	8%	2	33%	3	25%	Complete
4.	60-69	3	17%	0	0%	0	0%	Not Completed
5.	50-59	4	8%	0	0%	0	0%	Not Completed
Amount		24	100%	24	100%	24	100%	
JK Individual		17		18		16		Most are active
JK Classical		71%		75%		67%		

Table 4. Accumulated Completeness of Classical Student Learning Results Meeting I

No	Completeness criteria	Classical learning outcomes	
		F	%
1	Complete (≥80)	17	71 %
2	Incomplete (<80)	7	29 %
	Amount	24	100%

At the first meeting, the percentage of achievement of learning outcomes was 71% where 17 students had met the KKM score while 7 others or 29% were still below the minimum completeness criteria (KKM).

Researchers conducted research at the first meeting and found several problems that students' learning motivation had not been well honed. This was seen by several students when following the learning process but were not yet motivated to take part in the learning. At meeting II it was discovered that low learning motivation among students could be identified by calculating the total scores obtained by students. At the first meeting, the results obtained were presented in Table 5 and then a recapitulation was carried out which was presented in Table 6, namely:

Table 5. Analysis of Observation Results of the Concept of Student Learning Motivation in Meeting II

No	Aspect	Assessment criteria										S.A	Classical (%)
		TA		KA		C.A		A		S.A			
		F	%	F	%	F	%	F	%	F	%		
1	Aspect A	0	0%	5	21%	1	4%	11	46%	7	29%	7	29%
2	Aspect B	0	0%	0	0%	8	33%	12	50%	4	17%	4	17%
3	Aspect C	0	0%	1	4%	9	38%	6	25%	7	29%	7	29%
4	Aspect D	0	0%	1	4%	2	8%	9	38%	12	50%	12	50%

Table 6. Recapitulation of Observations on Students' Learning Motivation in Meeting II

No	Score range	Information	Frequency	Percentage
1.	13 – 16	Very Skilled	21	88%
2.	9 – 12	Skilled	3	13%
3.	5 – 8	Quite Skilled	-	-
4.	1 – 4	Less Skilled	-	-
5.	0	Unskilled	-	-
Amount			24	100%
Percentage of classic activeness (active and very active)			88%	
Criteria			*Most are skilled*	

In the first aspect, the ability of students is the ability of students to have the desire and desire to succeed. For a score of 0 with the "Not Skilled" criterion, no students obtained it. and score 1 for the "Less Skilled" criterion 21% (5 students). As for the students who got a score of 2 with the "Quite Skilled" criteria, there were 4% (1 student), because the students did not interrupt other people's conversations and gave opportunities to friends who wanted to give responses but were still noisy when other groups were presenting and were not yet able to become a good listener. Students received a score of 3 with the "Skilled" criterion of 46% (11 students), because students did not interrupt other people's conversations, gave opportunities to friends who wanted to give responses and did not make noise when other groups were presenting but were not yet able to be good listeners. Good. Students received a score of 4 with the criteria "Very Active" as much as 29% (7 students), because students did not interrupt other people's conversations, gave opportunities to friends who wanted to give responses, did not make noise when other groups were presenting and were able to be good listeners. Good.

In the second aspect, students' ability to have a sense of encouragement and need in learning. For a score of 0 with the "Not Skilled" criterion and a score of 1 with the "Less Skilled" criterion, no students obtained it. As for the students who got a score of 2 with the "Quite Skilled" criteria, there were 33% (8 students), because the students were only able to listen to their group colleagues when discussing and exchanging information with their group colleagues but were not yet able to convey ideas, ideas and opinions verbally. and not yet able to conclude the results of discussions and exchange information in groups. Students obtained a score of 3 with the "Skilled" criterion of 50% (12 students), because students were able to listen to their group colleagues when discussing, were able to exchange information with their group colleagues and were able to convey ideas, ideas and opinions verbally or were just not able to summarize the results of discussions and exchange information in the group. For a score of 4 with the "Very Skilled" criterion, 17% (4 students), because students are only able to listen to their group colleagues when discussing, are able to exchange information with their group

colleagues, are able to convey ideas, thoughts and opinions orally and are able to conclude the results of the discussion and exchange information in groups.

In the third aspect, students' ability to create a conducive learning environment so that students are comfortable. For a score of 0 with the "Not Skilled" criterion, no students obtained it and a score of 1 with the "Less Skilled" criterion was 4% (1 student). As for the students who got a score of 2 with the "Quite Skilled" criteria, there were 38% (9 students), because the students were able to open and close presentations well and were able to convey discussion results reports in good and correct language but were not yet able to submit results reports. discussion in a clear voice and not yet able to convey a report on the results of the discussion using pronunciation that is easy to understand. Students obtained a score of 3 with the "Skilled" criterion of 25% (6 students), because students were able to open and close presentations well, were able to convey discussion results reports in good and correct language and were able to convey discussion results reports in a clear voice. clear but not yet able to convey a report on the results of the discussion using pronunciation that is easy to understand. For a score of 4 with the criteria "Very Active" as many as 29% (7 students), because students are able to open and close presentations well, are able to convey discussion results reports in good and correct language, are able to convey discussion results reports in a clear voice and be able to convey reports on the results of discussions using pronunciation that is easy to understand.

In the fourth aspect, the ability of students to be enthusiastic when there are interesting activities in learning. For a score of 0 with the "Not Skilled" criterion, no students obtained it and a score of 1 with the "Less Skilled" criterion was 4% (1 student). As for the students who got a score of 2 with the "Quite Skilled" criteria, there were 8% (2 students), because the students were paying attention to their classmates who were presenting and were able to respond to other groups' presentations but were not yet able to ask questions and were not able to give appreciation to other groups. when presenting. Students received a score of 3 with the "Skilled" criterion as much as 38% (9 students), because students paid attention to fellow classmates who were presenting, were able to respond to other groups' presentations, were able to give appreciation to other groups during presentations but were not yet able to ask questions. For a score of 4 with the criteria "Very Active" as many as 50% (12 students), because students pay attention to classmates who are presenting, are able to respond to other groups' presentations, are able to give appreciation to other groups during presentations and are able to ask questions

Based on the data in the table above, it can be seen that at meeting 1 there were 18 students who were classified as "Very Skilled" with a percentage of 75%. So based on these data, students' classical learning motivation is at 75%, so this condition is still below the standard set by researchers, namely ≥80%.

Assessment of student learning outcomes in the form of scores from group worksheets, LKPD, and learning evaluations as well as affective (attitude) and psychomotor (skill) scores using the Traditional Game Bubuta'an, at meeting I. Recapitulation of learning outcomes is presented in Table 7 while in Table 8 explains the data on accumulated learning completion.

Table 7. Recapitulation of Observations on Student Learning Results from Meeting II

No	Range Mark	Cognitive		Affective		Psychomotor		Information
		F	%	F	%	F	%	
1.	90-100	16	67%	9	38%	6	25%	Complete
2.	80-89	5	21%	13	54%	11	46%	Complete
3.	70-79	0	0%	0	0%	3	13%	Complete
4.	60-69	3	13%	2	8%	2	8%	Not Completed
5.	50-59	0	0%	0	0%	2	8%	Not Completed
Amount		24	100%	24	100%	24	100%	Everything is complete
JK Individual		21		22		20		
JK Classical		88%		92%		83%		

Table 8. Accumulated Mastery of Classical Student Learning Results Meeting II

No	Completeness criteria	Classical learning outcomes	
		F	%
1	Complete (≥80)	21	87 %
2	Incomplete (<80)	3	13 %
	Amount	24	100%

At the second meeting, the percentage of achievement of learning outcomes was 87% where 21 students had met the KKM score while 3 others or 13% were still below the minimum completeness criteria (KKM).

Researchers conducted research at meeting II and found several problems that students' learning motivation had not been well honed. This was seen by several students when following the learning process but were not yet motivated to take part in the learning. At the third meeting, it was discovered that students' low learning motivation could be determined by calculating the total scores obtained by students. At the first meeting, the results obtained were presented in Table 9 and then a recapitulation was carried out which was presented in Table 10, namely:

Table 9. Analysis of Observation Results of the Concept of Student Learning Motivation at Meeting III

No	Aspect	Assessment criteria										S.A	Classical (%)
		TA		KA		C.A		A		S.A			
		F	%	F	%	F	%	F	%	F	%		
1	Aspect A	0	0%	0	0%	2	8%	12	50%	10	42%	10	42%
2	Aspect B	0	0%	0	0%	4	17%	10	42%	10	42%	10	42%
3	Aspect C	0	0%	0	0%	0	0%	5	21%	19	79%	19	79%
4	Aspect D	0	0%	0	0%	0	0%	4	17%	20	83%	20	83%

Table 10. Recapitulation of Observations on Students' Learning Motivation Meeting III

No	Score Range	Information	Frequency	Percentage
1.	13 – 16	Very Skilled	23	96%
2.	9 – 12	Skilled	1	4%
3.	5 – 8	Quite Skilled	-	-
4.	1 – 4	Less Skilled	-	-
5.	0	Unskilled	-	-
Amount			24	100%
Percentage of classic activeness (active and very active)			96%	
Criteria			*Most are skilled*	

In the first aspect, students' ability to have the desire and desire to succeed. For a score of 0 with the "Not Skilled" criterion and a score of 1 with the "Less Skilled" criterion, there were no students who got it. As for students who got a score of 2 with the "Quite Skilled" criterion, there were 8% (2 students), because the students did not interrupt other people's conversations and give opportunities to friends who want to give responses but are still noisy when other groups are presenting and are not yet able to be good listeners. Students received a score of 3 with the "Skilled" criterion of 50% (12 students), because students did not interrupt other people's conversations, gave opportunities to friends who wanted to give responses and did not make noise when other groups were presenting but were not yet able to be good listeners. Good. Students received a score of 4 with the criteria "Very Active" as much as 42% (10 students), because students did not interrupt other people's conversations, gave opportunities to friends who wanted to give responses, did not make noise when other groups were presenting and were able to be good listeners. Good.

In the second aspect, students' ability to have a sense of encouragement and need in learning. For a score of 0 with the "Not Skilled" criterion and a score of 1 with the "Less Skilled" criterion, no students obtained it. As for the students who got a score of 2 with the "Quite Skilled" criteria, there were 17% (4 students), because the students were only able to listen to their group colleagues when discussing and exchanging information with their group colleagues but were not yet able to convey ideas, ideas and opinions verbally. and not yet able

to conclude the results of discussions and exchange information in groups. Students obtained a score of 3 with the "Skilled" criterion as much as 42% (10 students), because students were able to listen to their group colleagues when discussing, were able to exchange information with their group colleagues and were able to convey ideas, thoughts and opinions verbally or were just not able to summarize the results of the discussion and exchange information in the group. For a score of 4 with the "Very Skilled" criterion, 42% (10 students), because students are only able to listen to their group colleagues when discussing, are able to exchange information with their group colleagues, are able to convey ideas, thoughts and opinions verbally and are able to conclude the results of the discussion. and exchange information in groups.

In the third aspect, students' abilities are in creating a conducive learning environment so that students are comfortable. For a score of 0 with the "Not Skilled" criterion, a score of 1 with the "Less Skilled" criterion and a score of 2 with the "Quite Skilled" criterion, none of the students got it because the students were able to open and close the presentation well and were able to convey discussion results reports in English. which is good and correct but has not been able to convey the report on the results of the discussion in a clear voice and has not been able to convey the report on the results of the discussion using pronunciation that is easy to understand. Students obtained a score of 3 with the "Skilled" criterion of 21% (5 students), because students were able to open and close presentations well, were able to convey discussion results reports in good and correct language and were able to convey discussion results reports in a clear voice. clear but not yet able to convey a report on the results of the discussion using pronunciation that is easy to understand. For a score of 4 with the criteria "Very Active" 79% (19 students), because students are able to open and close presentations well, are able to convey discussion results reports in good and correct language, are able to convey discussion results reports in a clear voice and be able to convey reports on the results of discussions using pronunciation that is easy to understand.

In the fourth aspect, students' ability to respond to presentation activities. For a score of 0 with the criterion "Not Skilled", a score of 1 with the criterion "Less Skilled" and a score of 2 with the criterion "Quite Skilled" no students got it because the students paid attention to their classmates who were presenting and were able to respond to other groups' presentations but were not yet able to asking questions and not being able to give appreciation to other groups during presentations. Students received a score of 3 with the "Skilled" criterion of 17% (4 students), because students paid attention to their classmates who were presenting, were able to respond to other groups' presentations, were able to give appreciation to other groups during

presentations but were not yet able to ask questions. For a score of 4 with the criteria "Very Active" as many as 83% (20 students), because students pay attention to classmates who are presenting, are able to respond to other groups' presentations, are able to give appreciation to other groups during presentations and are able to ask questions.

Based on the table data above, it can be seen that at meeting 1 there were 23 students who were classified as "Very Skilled" with a percentage of 96%. So based on these data, students' classical learning motivation is at 75%, so this condition is still below the standard set by researchers, namely ≥80%.

Table 11. Recapitulation of Observations on Student Learning Results from Meeting III

No	Value Range	Cognitive		Affective		Psychomotor		Information
		F	%	F	%	F	%	
1.	90-100	15	62%	19	79%	18	75%	Complete
2.	80-89	9	37%	5	21%	5	21%	Complete
3.	70-79	0	0%	0	0%	1	4%	Complete
4.	60-69	0	0%	0	0%	0	0%	Not Completed
5.	50-59	0	0%	0	0%	0	0%	Not Completed
Amount		24	100%	24	100%	24	100%	Everything is complete
JK Individual		24		24		24		
JK Classical		100%		100%		100%		

Table 12. Accumulated Mastery of Classical Student Learning Results Meeting III

No	Completeness criteria	Classical learning outcomes	
		F	%
1	Complete (≥80)	24	100%
2	Incomplete (<80)	0	0 %
Amount		24	100%

At the second meeting, the percentage of achievement of learning outcomes was 100% where 24 students had met the KKM score while 0 others or 0% were still below the minimum completeness criteria (KKM). This means that all students experienced learning completeness after being given treatment in the research.

It is known that the percentage of classical student learning motivation obtained at meeting I was 75% with the criteria "Mostly Skilled", at meeting II it had increased to and had increased at meeting II to 88% with the criterion "Almost All Skilled" and had increased again at the third meeting it was 96% with the criteria "Almost All Skilled". This was because at the first meeting several students had not achieved the assessment indicators. So these conditions are below the standards set by researchers for student learning motivation. To overcome these obstacles, educators make improvements by motivating, providing reinforcement, paying attention and reminding students to be more interested in participating in the learning process.

Discussion

Motivation is a stimulus or encouragement given to individuals from external or internal sources (Amiruddin et al., 2022). Through this motivation, a person will have the desire to change according to the motivator's direction (Cahyono et al., 2022). In the field of education, the role of motivation itself is very important, because this will achieve achievement in the field of learning. According to literature studies, it is clear that the learning activities carried out by students are influenced by motivation in learning (Anggryawan, 2020).

The results of the research show that the percentage of students' classical learning motivation obtained at meeting I was 75% with the criteria "Mostly Skilled", at meeting II it had increased to 88% at meeting II and had increased to 88% with the criteria "Almost All Skilled" and experienced another increase at the third meeting to 96% with the criteria "Almost All Skilled". This was because at the first meeting several students had not achieved the assessment indicators. So these conditions are below the standards set by researchers for student learning motivation. To overcome these obstacles, educators make improvements by motivating, providing reinforcement, paying attention and reminding students to be more interested in participating in the learning process.

The research results are in line with (iregar & Nugroho (2022) who explained that traditional games have a direct contribution in increasing students' learning motivation. At the elementary school level, playing is an activity that cannot be separated from their lives. Children cannot be separated from the world Playing. The benefits of preserving traditional games include learning tools, developing motivation, agility, creativity and psychology.

Traditional games can be used as an intermediary in the learning process, so that students can learn with fun, developing motoric, social, cognitive and sensory skills. Apart from that, applying traditional game methods in individual learning will also contribute to ensuring that Indonesian culture is not lost. It's not just offline games that are played in every children's activity. However, gaming activities currently carried out can be online-based using online gaming media, computers, cellphones and other electronic items. The use of online games will certainly have a negative impact on children if done continuously. This is because the communication pattern between children is only carried out using machines, so students will experience a communication crisis. Based on this, traditional games can be used as a method in learning to increase student motivation.

The increase in learning motivation can also be seen from the learning outcomes obtained by students. At the first meeting, the percentage of achievement of learning outcomes was 71% where 17 students had met the KKM score while 7 others or 29% were still below

the minimum completeness criteria (KKM). Then at the second meeting, the percentage of achievement of learning outcomes was 87% where 21 students had met the KKM score while 3 others or 13% were still below the minimum completeness criteria (KKM). In the third meeting, all students achieved 100% completeness. According to literature studies, it is clear that the learning activities carried out by students are influenced by motivation in learning (Anggryawan, 2020). Apart from that, learning achievement in the field of learning will be achieved when students have high motivation (Arisanti & Adnan, 2021). However, students' learning achievement will decrease/low when they do not have motivation to study (Nuha et al., 2022).

CONCLUSION

The conclusion drawn from the research is that the traditional game Babuta'an can be used as a means of developing students' learning motivation. The results of the research show that the percentage of students' classical learning motivation obtained at meeting I was 75% with the criteria "Mostly Skilled", at meeting II it had increased to 88% at meeting II and had increased to 88% with the criteria "Almost All Skilled" and experienced another increase at the third meeting to 96% with the criteria "Almost All Skilled". This was because at the first meeting several students had not achieved the assessment indicators. So these conditions are below the standards set by researchers for student learning motivation. To overcome these obstacles, educators make improvements by motivating, providing reinforcement, paying attention and reminding students to be more interested in participating in the learning process.

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