Abstract

This study aims to analyze the effect of implementing the traditional sack race game on improving students' gross motor skills at SDN 2 Telaga Biru, Gorontalo Regency. This study used a quantitative approach with a quasi-experimental design using a pretest-posttest nonequivalent control group design. The study sample consisted of 50 students divided into an experimental group and a control group. The instruments used included gross motor tests (balance, coordination, muscle strength, and speed), student response questionnaires, and observation sheets. Data were analyzed using descriptive statistics, paired sample t-tests, and N-Gain calculations. The results showed a significant increase in students' gross motor skills after being exposed to the sack race game. The average pretest score of 8.88 increased to 13.06 in the posttest, with a difference of 4.18. The t-test results showed a significance value of 0.000 (<0.05), indicating a significant effect on gross motor skills improvement. Furthermore, the N-Gain value of 0.64 is in the moderate category, indicating the effectiveness of the intervention in improving students' abilities. In terms of category distribution, there was an increase from the dominance of the good (60%) and sufficient (40%) categories in the pretest to the very good (72%) category in the posttest. Student responses to the learning process were also very positive, characterized by high levels of enthusiasm, activeness, and involvement throughout the activity. Therefore, it can be concluded that the traditional sack race game is an effective learning method for improving gross motor skills in elementary school students. In addition to its impact on physical aspects, this approach also increases students' learning motivation and social interaction during physical education lessons.

Keywords: *Traditional games, sack race, gross motor skills, physical education learning, elementary*