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Advancement of the Traditional Gobak Sodor Balls (Korla) Game for Fifth Grade Students in Public Elementary Schools around Palembang City

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Abstrak

Berdasarkan hasil pengamatan lapangan, yaitu: 1) kurangnya pemahaman tentang permainan tradisional gobak sodor, 2) guru di sekolah belum pernah menyediakan permainan yang dimodifikasi, 3) terdapat peluang untuk mengembangkan model permainan karena tersedia lapangan dan alat bantu pembelajaran pendidikan jasmani di sekolah. Penelitian ini bertujuan untuk mengkaji peran model permainan tradisional gobak sodor bola (korla). Metode dalam penelitian ini menggunakan pendekatan kualitatif dengan jenis studi literatur. Penelitian ini berusaha untuk mengeksplorasi studi dokumen tentang model permainan tradisional gobak sodor bola (korla) secara umum dan kemudian menghubungkannya dengan proses pembelajaran pendidikan jasmani di SDN 246 Palembang. Karena sifat pendidikan jasmani di sekolah dasar adalah proses pendidikan yang bertujuan untuk membangun pertumbuhan dan perkembangan siswa dari aspek fisik, intelektual, keterampilan motorik, dan sikap melalui aktivitas fisik atau gerakan tubuh, agar menjadi manusia yang sehat, cerdas, terampil dalam bergerak, dan berakhlak mulia, sehingga dapat memberikan pengaruh yang baik terhadap kualitas hidup mereka di masa depan. Guru pendidikan jasmani harus lebih kreatif dalam mengoptimalkan fasilitas dan infrastruktur yang dikembangkan. Hasil penelitian menunjukkan bahwa bola gobak sodor (korla) efektif dalam melatih gerakan dasar anak-anak melalui gerakan dinamis seperti berlari, melompat, meloncat, memutar, berputar, dan melempar, sekaligus mengembangkan nilai-nilai sosial anak-anak melalui interaksi tim dan strategi kolaboratif.

***Kata kunci**: Permainan tradisional, gobak sodor, bola, pendidikan jasmani, sekolah dasar.*

Abstract

Based on the results of field observations, namely: 1) lack of understanding of the traditional game of gobak sodor, 2) at school teachers have never provided modified games, 3) There is an opportunity to develop a game model because there is a field and physical education learning tools available at school. This study aims to examine the role of the traditional game model of gobak sodor balls (korla). The method in this study uses a qualitative approach with the type of literature study. This study attempts to explore document studies on the study of the traditional game model of gobak sodor ball (korla) in general and then relate it to the physical learning process at SDN 246 Palembang. Because the nature of physical education in elementary schools is an educational process that aims to build the growth and development of students from the physical, intellectual, motor skills, and attitude aspects carried out through physical activities or body movements, in order to become healthy, intelligent, skilled in movement, and noble human beings, so that it can have a good influence on the quality of their lives in the future. Physical education teachers must be more creative in optimizing the facilities and infrastructure developed. The results show that gobak sodor balls (korla) is effective in training children's basic movements through dynamic movements such as running, jumping, leaping, twisting, turning, and throwing, while also developing children's social values through team interactions and collaborative strategies.

Keywords: traditional games, gobak sodor, ball, physical education, elementary school.

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1. INTRODUCTION

Physical education is essential for developing affective, cognitive, and psychomotor skills (Corbin et al., 2021; Hardy et al., 2023). Physical education should begin early, as it impacts children's development, including motor skills, fitness, and social behaviour (Kristina & Pratama, 2019; Subagio, 2025; Sutriyati & Suhartono, 2024). Playing is an activity in Physical Education lessons in elementary schools that stimulates basic movement abilities and supports overall physical development (Gustian, 2021; Putra & Yudanto, 2020; Widodo et al., 2022). Children's play fosters joy and excitement, enhancing intrinsic motivation and sustaining active participation in learning (Cocca et al., 2020; Hendra & Putra, 2019; Rejeki et al., 2020).
Indonesia's cultural heritage is diverse and extensive, reflecting various ethnicities, races, religions, and cultures, unified by the motto "Bhineka Tunggal Ika." It includes traditional clothing, musical instruments, games, and languages (Asih & El Yunusi, 2024; Muslihah et al., 2024; Anwar, 2024). Traditional games represent an Indonesian culture applicable in physical education methods (Mashuri, 2020; Gusmaweti et al., 2021; Widiarti et al., 2021). Traditional games introduce children to cultural values and social norms essential for forming social relationships and playing roles suitable to their societal status (Apriyanti & Nurfadillah, 2024; Anya, 2023; Subagio, 2025).

Traditional games offer not only recreational value but also contribute to physical education and social development (Gustian, 2021; Hardy et al., 2023). Traditional games incorporate elements like sportsmanship, honesty, accuracy, agility, precision in step determination, and teamwork (Rusma Ayuningtyas, 2015; Widyarko et al., 2023; Gusmaweti et al., 2021). Traditional games have existed since ancient times and are passed down through generations, typically utilising simple tools and rules (Subagio, 2025; Hidayat et al., 2023; Prasetya, 2022). Traditional games can be played by all age groups, from young children to adults (Heryanto et al., 2024; Widyarto, 2021; Yudanto, 2020). Traditional games enable children to develop locomotor, non-locomotor, and manipulative skills, along with balance, coordination, and cooperation (Putra & Yudanto, 2020; Kusuma et al., 2021; Nashihin et al., 2024). Many parents continue to use modern games via gadgets to soothe their children, despite potential negative developmental consequences if misused (Cocca et al., 2020; Hardy et al., 2023). Modern games frequently foster individualism in children, diminishing their chances to socialise with peers and their surroundings (Kristina & Pratama, 2019; Sutriyati & Suhartono, 2024). Traditional games provide entertainment and positively influence children's physical fitness and social skills (Gustian, 2021; Subagio, 2025; Nashihin et al., 2024). A traditional game that can enhance children's physical fitness is gobak sodor (Subagio, 2025; Widyanto et al., 2021; Mashuri, 2020). Gobak sodor is an activity that promotes quick, agile, and coordinated movement in children (Subagio, 2025; Widyanto et al., 2021). Gobak sodor is a traditional game involving two teams: the guards and the attackers. Players in the guard group are assigned to form a layered defence by positioning themselves behind while extending their arms to block opponents. Another player covers the center line, moving perpendicular to the other guards (Prasetyo & Praramdana, 2020; Subagio, 2025). This game enhances physical abilities via gross motor skills like speed, agility, and coordination, while also fostering social skills through player interaction and cooperation (Subagio, 2025; Nashihin et al., 2024; Kinestetik, 2025). This game allows students to learn through play, enhancing physical skills and promoting positive social interactions (Ilmia Qurrota Nisa et al., 2025; Mashuri, 2020; Al Baekani et al., 2024). This

game supports children's development, especially their social skills (Subagio, 2025; Kinestetik, 2025).

Playing gobak sodor offers benefits such as enhanced physical fitness, agility, cooperation, and character development (Subagio, 2025; Mashuri, 2020; Al Baekani et al., 2024). Social development refers to how individuals learn to conform to societal norms (Ramdani et al., 2021; Anya, 2023).

Traditional games such as gobak sodor support social development and promote cooperation, responsibility, and sportsmanship (Mashuri, 2020; Kinestetik, 2025; Al Baekani et al., 2024). Physical education employs physical activities to enhance individuals' physical and spiritual quality (Hidayah & Nurhayati, 2013; Corbin et al., 2021). Physical education is crucial for the nation's advancement (Hidayah & Nurhayati, 2013; Hardy et al., 2023). Physical Education, Sports, and Health in schools aim to sustain students' physical fitness while instilling values such as cooperation, independence, honesty, discipline, sportsmanship, responsibility, creativity, and healthy lifestyles (Kristina & Pratama, 2019; Nashihin et al., 2024; Al Baekani et al., 2024). PJOK and traditional games complement each other in instilling character values in students while developing basic locomotor, non-locomotor, and manipulative movements (Putra & Yudanto, 2020; Mashuri, 2020; Kusuma et al., 2021).

Elementary school students are developing their characteristics, which should be emphasised to align teacher and student interests (Bremer & Lloyd, 2014; Sutriyati & Suhartono, 2024). Bremer and Lloyd (2014) argue that physical education teachers should implement active school days to enhance students' motor skills and physical activity, establishing a foundation for a healthy, active lifestyle (Cocca et al., 2020; Corbin et al., 2021). Implementing sports and traditional games can serve as valuable learning experiences. Some physical education teachers in schools utilise a conventional approach, focusing on material and learning objectives related to specific sports (Syaflin et al., 2021; Hari, 2021). Teachers are not facilitating learning but training students to master basic sports techniques (Kristina & Pratama, 2019; Sutriyati & Suhartono, 2024).

To promote children's growth, it is essential to engage them in dexterity-related body movements through various games, particularly between the ages of 6 and 12 (Kristina & Pratama, 2019; Nashihin et al., 2024). Effective movements, such as dexterity-based games, are essential for maximising children's growth. These activities stimulate bones through muscle and joint action, promoting lengthening and supporting optimal height development in both girls and boys (Kristina & Pratama, 2019; Sutriyati & Suhartono, 2024). In the digital era, physical education teachers encounter a significant challenge: children show greater interest in modern games on gadgets (Cocca et al., 2020; Hardy et al., 2023).

Interviews with elementary students in Palembang City revealed that many were unfamiliar with or had never played the traditional game of gobak sodor or other traditional games (Syaflin et al., 2021; Subagio, 2025). It is crucial for physical education teachers to focus on preserving traditional games in the digital era (Al Baekani et al., 2024; Mashuri, 2020). The researcher interviewed a physical education teacher from a Palembang City school regarding the use of game models in traditional games for grade 5 learning. The learning process currently relies on conventional game models, such as locomotor movement running, where students run without variation, leading to boredom and diminished interest (Syaflin et al., 2021; Hari, 2021). A model of the traditional game gobak sodor with ball modification is

necessary to create movements that foster enthusiasm, challenge, and enjoyment, thereby enhancing innovative physical education learning and supporting the development of basic locomotor, non-locomotor, and manipulative skills (Mashuri, 2020; Subagio, 2025; Al Baekani et al., 2024).

The issues identified align with findings from a preliminary study by Syaflin et al. (2021), which involved interviews with five elementary school sports teachers in Ogan Ilir Regency. The study revealed that while most teachers aim to foster a conducive learning environment for student potential development, the utilisation of learning resources remains suboptimal (Syaflin et al., 2021; Hari, 2021). Observations in the sports learning process indicate that: (1) the teaching materials for motor skills are minimal; (2) face-to-face learning is often inadequate for the material, leading teachers to deliver content briefly (Syaflin et al., 2021; Kinestetik, 2025). This article aims to outline the nature of physical education in elementary schools and the objectives of physical education, traditional games, and modified gobak sodor games (Korla) as a development model for fifth-grade students in public elementary schools in Palembang City (Mashuri, 2020; Subagio, 2025; Al Baekani et al., 2024).

Basketball is popular among junior high students due to its competitiveness, enjoyment, and capacity to foster teamwork and discipline (Johnson & Smith, 2021; Lee et al., 2022). Students in physical education classes should grasp game theory and develop fundamental technical skills, such as effective dribbling (Cahyadi, Susianti, & Kurniawan, 2022; Giantana et al., 2024; Personi et al., 2024). Effective dribbling in basketball is essential for maintaining ball possession while navigating pressure from opponents (Anita, Hardiyono, Fikri, & Kesumawati, 2023; Lestari et al., 2022). Students must dribble the ball quickly and with control to effectively execute game strategies on the court. Effective dribbling skills reflect coordination among the eyes, hands, and body, essential for basketball mastery (Sastaman, 2023; Maro, Kardiawan, & Darmawan, 2022; Tarigan et al., 2025). This aligns with PJOK learning objectives, focusing on enhancing motor skills, physical fitness, and overall playing ability (Rahmadanti, Hidayat, & Purbangkara, 2025; Fagaras & Teodorescu, 2023).

Initial observations at SMP Negeri 59 Palembang indicated that numerous students struggled with dribbling the ball quickly and steadily. Some students dribbled the ball excessively high, lost control during directional changes, and struggled to adjust their speed in relation to the ball's position. This condition suggests that students' fundamental dribbling skills remain insufficient, likely due to limited training techniques in agility, speed, and body coordination (Rizaldi, 2019; Raibowo et al., 2024; Ida et al., 2022). Research at SMP Negeri 44 Palembang indicates that agility accounts for 18.9% and speed for 26.4% of basketball dribbling ability, highlighting their significance for junior high school students' dribbling performance in Palembang (Anita et al., 2023; Personi & Putra, 2024). Research on the physical fitness of extracurricular basketball students indicates that junior high school students typically exhibit moderate agility levels, necessitating a focused agility training program (Raibowo et al., 2024; Hidayat et al., 2023).
Recent studies indicate that directional change exercises like zig-zagging and agility drills combined with dribbling techniques enhance dribbling performance in young players ("Zig-Zag Running Training's Impact," 2024; Lestari et al., 2022). Efriyansyah (2022) defines dribbling as the movement of the ball from one point to another. Guimarães et al. (2021) state that training, experience in sports, and players' physical development indirectly affect technical skills like ball control and dribbling. Ji et al. (2023) highlight the significance of targeted technical training, even if short, for enhancing core basketball skills in young or

developing players. Zig-zag dribbling training enhances the dribbling speed of extracurricular basketball students (Puriana & Wicaksono, 2024; Zyanita, 2024).

Field studies in Indonesia (Apraja et al., 2024; Pratama et al., 2023; Santoso & Widodo, 2023) indicate that incorporating zig-zag or shuttle-run exercises into training enhances dribbling skills. Research indicates that repetitive directional change exercises enhance ball control and movement speed, highlighting the link between agility, hand-eye coordination, and dribbling ability (Kusnadi & Ramadhan, 2023; Hidayat & Nurul, 2023; Fagaras & Teodorescu, 2023). Zhang, Gu, and Zhang (2024) review agility training methods in basketball, noting that speed, strength, and directional change exercises enhance players' agility and neuromuscular connections. The review indicates that speed sprint training enhances agility performance by 1.2% to 14.41%, whereas repeated sprint training with directional changes leads to improvements of 2.5% to 3.1% (Zhang et al., 2024; Personi et al., 2024). Game-like training enhances students' technical skills and motivation in sports learning (Sari & Pratama, 2024). A recent study indicates that zig-zag training positively affects soccer players' dribbling skills, which are motorically akin to basketball (Shabih, Iyakrus, & Destriani, 2024). Mendrofa et al. (2024) demonstrated that zig-zag coordination training enhanced the dribbling skills of junior high school football players by 15.31% after the intervention. Research on basketball extracurricular students in Kepahiang indicates that zig-zag running exercises enhance dribbling skills, with average pretest scores rising from 19 to 30 post-training (Personi & Putra, 2024). Mahardika et al. (2023) demonstrated that agility-based training models enhance dribbling skills in junior high school basketball, with a significance value of $0.000 < 0.05$ in the paired t-test analysis. Tarigan, Wahjoedi, and Semarayasa (2025) found a strong correlation ($r = 0.896$) between hand-eye coordination and dribbling ability in junior high school basketball participants, indicating that coordination exercises like zig-zag drills are essential for enhancing dribbling skills. Wulandari, Wicaksono, and Karjadi (2024) identified a significant correlation between agility, assessed through shuttle runs, and the dribbling skills of high school basketball extracurricular students, emphasising the role of directional change training in enhancing dribbling performance (Wulandari et al., 2024; Ida et al., 2022).

Research gaps need addressing. Prior research has mainly concentrated on club athletes, specialised sports schools, or alternative sports. Experimental research on the effectiveness of zig-zag dribbling drills for public junior high school students in Palembang, South Sumatra, is limited. Some studies lack strong pretest-posttest statistical analysis or standardised instruments for measuring zig-zag course time, complicating comparisons of effect sizes across studies. Pelamonia and Puriana (2023) studied backward dribbling drills and tight zig-zag combinations at SMPK Santa Maria Kediri with 12 athletes, highlighting the necessity for further replication studies in public schools. Research in Indonesia primarily targets high school or club athletes, with limited data on junior high school students in standard PJOK programs (Juniyanto, 2024; Adyaksa, 2020; Zyanita, 2024).

This study utilised a structured Zig-Zag Dribble training program over four weeks, comprising three 30-minute sessions weekly, and evaluated its effects through a 20-meter zig-zag dribbling speed test (pretest-posttest). This method emphasised directional change, agility, and hand-eye coordination training, essential for enhancing dribbling speed. This study is distinctive due to the application of a standard Zig-Zag training protocol to students at SMP Negeri 59 Palembang (not club athletes), the use of a single-group pretest-posttest experimental design with paired t-test analysis for measuring quantitative effects, and the

provision of practical data that physical education teachers in other schools can easily replicate (Personi et al., 2024; Lestari et al., 2022). This study evaluates the effect of Zig-Zag Dribble training on ball control speed in basketball for students at SMP Negeri 59 Palembang.

2. METHOD

This article uses a qualitative research approach with a literature review design, in which the researcher systematically identifies, critically evaluates, and synthesizes previous studies and theoretical works to deepen the understanding of existing concepts and generate new insights for future research (Firmansyah & Dede, 2022; Xu & Cooper, 2022; Kaur, 2025). The research procedures carried out include: (1) the preparation stage for selecting topics, (2) the implementation stage of searching for credible and relevant literature sources or theories, (3) The stage of revealing findings from various literature sources from Creswell's opinion (Pinton Setya Mustafa, 2022). The preparation stage in this study is determining the topic of discussion on the meaning of physical education and the objectives of physical education, traditional game models, and the traditional game of gobak sodor balls (korla) as a basis for tracing relevant literature sources. Furthermore, at the implementation stage, looking for various relevant sources and related to physical education, educational objectives, traditional games, and the traditional game of gobak sodor balls (korla). Reference sources are traced from physical education main books and additional articles that have been published in online journals. In this literature review research, online articles tend to be used. So it can be said that the references used in the article will be linked to various regulations related to the traditional game of gobak sodor balls (korla). The final step is to describe the conclusions from the results of the qualitative analysis process or tracing statements from experts or researchers originating from books or scientific articles. The analysis used in this qualitative research consists of data reduction, data display, and verification which ultimately becomes a conclusion (Mezmir, 2020; Miles et al., 2020; Sugiyono, 2022). Data reduction is carried out to analyze and select qualitative data from the results of document studies. Furthermore, the data presentation is a narrative in the form of a brief and clear description of the findings of several qualitative data. In the final stage of verification or conclusions, a summary of the findings of the document study on the traditional game of gobak sodor balls (korla) will be presented.

3. RESULTS AND DISCUSSION

3.1 The Nature and Purpose of Physical Education in Elementary Schools

Physical Education, Sports, and Health is taught in elementary, junior high, senior high, and vocational schools. Elementary schools present this subject through physical activity or movement based on knowledge. Physical education has primary objectives in three areas: attitudes, knowledge, and skills, which are developed through learning movement and engaging in physical activities that incorporate sports movements.(Masgumelar & Mustafa, 2021). Physical education views children as holistic beings rather than as isolated individuals with distinct physical and mental attributes. Physical Education, Sports, and Health promote physical growth, psychological development, motor skills, knowledge, reasoning, and values appreciation, fostering a healthy lifestyle that enhances balanced physical and psychological

qualities.

Physical education promotes fitness and health while offering students experiences in healthy lifestyle choices (Mustafa, 2021). The goal of physical education is for students to develop the following abilities: (1) Cultivate self-management skills to enhance physical fitness and a healthy lifestyle through selected activities and sports, (2) Foster physical growth and psychological development, (3) Enhance basic movement abilities and skills, (4) Establish a strong moral character by internalising values from physical education, sports, and health, (5) Promote sportsmanship, honesty, discipline, responsibility, cooperation, self-confidence, and democracy, (6) Acquire skills for personal and environmental safety, (7) Comprehend the role of physical activity and sports in a clean environment for optimal growth, health, fitness, skill development, and a positive attitude (Kemdikbudristek, 2021) In conclusion, physical education encompasses learning to move and learning through movement, aiming to develop physical, psychomotor, cognitive, and affective domains. Physical education enhances development across all four domains. Achieving the goals of physical education indirectly fulfils the broader educational aim of developing well-rounded individuals with values.

3.2 Traditional Games

Traditional sports and games reflect ancestral wisdom and hold various functions and meanings. These activities can be performed by anyone, including children and adults. Their structure and appearance remain delightful and refreshing due to their recreational use. Traditional games are vital in Indonesian culture, acting as both cultural heritage and an educational tool that aids students in developing social and academic skills within Indonesian education. Participants engage actively in learning traditional games like Gobak Sodor, Bentengan, Terompah Panjang, Egrang Batok, Bekelan, Srempangan, Engklek, and Gangsingan. These games typically need minimal equipment and emphasise creativity, strategy, and player cooperation. Traditional games are characterised by significant social interaction among players. Children develop teamwork skills, adhere to rules, and regulate emotions like joy in victory and disappointment in defeat. Traditional games in elementary schools serve both recreational and educational purposes. These games promote balanced motor, cognitive, and social development in children. Traditional games necessitate physical activity, contributing to fitness while influencing personality, discipline, and teamwork. Implementing traditional games like Bentengan and Gobak Sodor in learning activities effectively develops physical abilities and social skills in elementary students (Nisa et al., 2025).

3.3 Gobak Sodor Game

Gobak Sodor is a traditional game. It is believed to derive from the phrase "go back to door," reflecting its gameplay mechanics. However, since the game was developed in Java, the pronunciation has been adapted to the Javanese language. This game serves as a sporting activity for some individuals (Ekayati, 2015). This game is played on a wooden or chalk surface divided into six sections, involving 4-6 players and requiring strategic thinking

(Mulyani, 2013). Research by Yoga et al. (2021) indicated that during play of gobak sodor, children communicated to develop strategies and cohesiveness, utilising a variety of languages, including foreign languages and Madurese. The gobak sodor game includes elements beyond language, such as the use of productive equipment. Children utilise simple, makeshift items like broken tiles (kereweng) to create lines or images on the playing field. Interviews by Yoga et al. (2021) revealed that respondents utilised not only broken tiles but also bricks, wooden sticks, and twigs.

This aligns with Fudiyartanto (2012), who asserts that technology, particularly traditional forms, can be categorised as productive tools—simple instruments for various activities. This game reflects the values of kinship that organise various social groups. Playing gobak sodor enables children to socialise effectively without distinguishing social status. This game transcends background, class, and religion, fostering unity among diverse individuals, bringing them closer together without their awareness. Several literature studies reveal values in the gobak sodor game, including: 1 Honesty's value, 2. The importance of sportsmanship. 3. The importance of collaboration. 4. Importance of strategic planning. 5. Leadership value. Honesty in this game is realised through direct experience while playing. Consistent and appropriate application of game regulations can instill sportsmanship values in children. The value of cooperation arises from the collaboration among team members, the guard team, and the opposing team. The defending team collaborates to prevent the opposing team from crossing the line, while the opposing team unites to breach it. Strategy in Nikal is developed through the game of gobak sodor, involving careful thought, planning, and tactical decision-making to penetrate the opposing team's defences. This requires situational awareness and the ability to seize opportunities while remaining undetected by the defenders to secure victory.

3.4 Modification of the Traditional Gobak Sodor Balls (Korla) Game

Traditional games significantly contribute to the social development of children. Numerous studies indicate that these games enhance multiple facets of children's development, particularly social skills. Nevertheless, contemporary youngsters generally favour digital games, which are frequently played solo, in contrast to traditional games that promote group engagement and enhanced social advantages. Consequently, the researcher intends to create an adapted version of the classic game, gobak sodor bola (korla), which integrates the allure of ball play for elementary children. The revised edition comprises five variations: (1) gobak sodor with target acquisition, (2) integrated with boi-boian, (3) baseball variant with numbered strikes, (4) target-throwing variant, and (5) bowling variant.

Research conducted by Rusma Ayuningtyas (2015) indicates that the gosibol game received favourable evaluations from physical education specialists (82.67%) and educational professionals (86.33%). Small-group trials achieved cognitive scores of 86.84%, affective scores of 81.67%, and psychomotor scores of 80.42%, whereas large-group trials attained cognitive scores of 95%, affective scores of 83%, and psychomotor scores of 86%, all classified as “very good.” The game was considered appropriate for fifth-grade pupils at Sanetan State Elementary School, Rembang, and recommended as an option in physical

education instruction.

Agus Mawarti et al. (2021) determined that the gobak sodor handbook is viable, receiving average expert ratings of 4.4 for substance and 4.05 for gameplay. Small-scale trials demonstrated dexterity, attention, and collaboration scores exceeding 3.5 across the Godornah, Godorling, and Godorboy variations; large-scale trials sustained comparable or superior outcomes, indicating effective and appropriate application.

Hardiyanto et al. (2025) conducted an evaluation of the BOGO Game including 50 students for the small-scale study and 150 students for the large-scale study. Feasibility ratings for large-scale projects were 100% (material), 93% (media), and 93.33% (academics), whilst practitioner and student ratings were 85.89% and 88.93%, respectively, categorised as "very good." The BOGO Game was deemed useful for handball education. Comparable investigations have validated that gobak sodor bola boosts fundamental motor abilities, running augments speed, weaving improves non-locomotor control, and throwing or hitting fortifies manipulative skills, hence facilitating comprehensive movement development in children.

4. CONCLUSIONS

Physical education can be interpreted as an educational process that aims to build the growth and development of students from the physical, intellectual, motor skills, and attitude aspects carried out through physical activities or body movements, in order to become healthy, intelligent, skilled in movement, and noble character, so that it can have a good influence on the quality of their lives in the future. The implementation of physical education in schools needs to be considered, because in supporting the growth and development of students is also determined by the implementation of physical education in schools. Based on the results of observations in the field, namely: 1) lack of understanding of the traditional game of gobak sodor, 2) at school teachers have never provided modified games, 3) There is an opportunity to develop a game model because there is a field and physical education learning tools available at the school. This study aims to examine the role of the traditional game model of gobak sodor bola (korla). This study attempts to explore document studies on the study of the traditional game model of gobak sodor balls (korla) in general and then relate it to the physical learning process at SDN 246 Palembang. Because the essence of physical education in elementary schools is an educational process that aims to build the growth and development of students from the physical, intellectual, motor skills, and attitude aspects carried out through physical activities or body movements, in order to become healthy, intelligent, skilled in movement, and noble character, so that it can have a good influence on the quality of his life in the future. The implementation of physical education in schools needs to be considered, because in supporting the growth and development of students is also determined by the implementation of physical education in schools. Physical education teachers must be more creative in optimizing the facilities and infrastructure developed. The results show that gobak sodor bola (korla) is effective in training children's basic movements

through dynamic movements such as running, jumping, jumping, twisting, turning, and throwing (basic movements) while developing children's social values through team interaction and collaborative strategies.

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