



The Effect of the Traditional Hide-and-Seek Game on the Gross Motor Development of Children Aged 5–6 Years at TK Negeri Perjuangan Tanjung Angin Nupabomba Donggala Regency

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ABSTRACT

Child motor development plays a critical role in supporting overall developmental aspects. Physical movement limitations can significantly diminish self-confidence and foster a negative self-concept in early childhood. This study investigates the impact of the traditional hide-and-seek game on gross motor development at TK Negeri Perjuangan Tanjung Angin Nupabomba. Utilizing a quantitative approach, the research observed three specific indicators: running strength, running speed, and agility. The findings demonstrate that the traditional hide-and-seek game positively influences gross motor skills. Pre-intervention data revealed low proficiency: for running strength, 0% reached Developed Extremely Well (BSB), 25% Developed as Expected (BSH), 50% Starting to Develop (MB), and 25% Undeveloped (BB). Similar trends were observed in speed (25% BSH, 50% MB, 25% BB) and agility (12.5% BSH, 50% MB, 37.5% BB). Following the intervention, significant improvements were recorded. Running strength improved to 25% BSB and 0% BB; speed reached 12.5% BSB and 62.5% BSH; and agility increased to 12.5% BSB and 50% BSH, with 0% remaining in the BB category across all aspects. This study concludes that hide-and-seek is an effective method to enhance physical strength, speed, and agility, making it a recommended instructional strategy for early childhood physical education.

1. Introduction

According to the Minister of Education and Culture Regulation No. 7 of 2022 regarding content standards in Early Childhood Education (ECE), Article 1, Paragraph 4 states that Early Childhood Education (ECE) is aimed at children from birth to the age of six by providing educational stimulation. This aims to support the physical and mental growth and development of children, so that they are ready to continue their education. Early Childhood is an individual undergoing rapid

development and requires special attention, possessing a world and characteristics different from adults (Tambunan et al, 2024). According to Mursid (2015), gross motor is defined as physical movement exercises that involve the coordination of children's bodies, such as crawling, tiptoeing, and running. Umama (2016) adds that gross motor skills refer to a child's ability to control large muscles, which includes the ability to sit, walk, run, kick, jump, throw, and more. Thus, gross motor skills develop motor perception abilities to carry out movement tasks optimally according to each child's capabilities, requiring strength from large muscles in coordinating their body movements, including the abilities to sit, walk, run, kick, jump, and throw (Saputri, 2021; Ryni & Sukarmin 2025).

The motor development of children lays an equally important role as other developments. A child's inability to perform physical movements can lead to feelings of low self-esteem and a negative self-concept. A hallmark of growth and development is the continuous motor activity performed by children normally, which is a crucial factor in overall individual development. For preschoolers, movement is the most important aspect of growth and should occur without intervention (Nuridayu et al., 2020; Hartati et al, 2025). Problems faced by children if their gross motor development is not optimal include its impact on their motor skills. Generally, good physical development in children will positively influence their motor skills. Conversely, children experiencing disruptions in their physical development will have negative impacts on their motor skills. Physical and motor disorders in children with permanent movement disabilities (bones) require special education. To address developmental issues early on, examinations starting from pregnancy and attention to nutritional intake are necessary (Eka, 2021; Khayyirah et al, 2024).

Based on preliminary observations at Tanjung Angin Nupabomba State Kindergarten, the researcher through interviews with teachers found facts indicating several issues at the school, such as the gross motor skills of children not developing as expected. This is caused by a lack of stimulation or opportunities for movement, evident from children's inactivity during play or running while playing hide and seek. In this school, children are already familiar with the traditional game of hide and seek, which is often played during break time and school activities. However, this game has not been played for a long time due to children being more acquainted with gadgets.

To overcome obstacles in the development of gross motor skills that are not yet optimal, I chose the traditional game of hide and seek, which has great potential in shaping children's independence at school. In this game, children face various challenges, such as finding hiding spots, making strategic decisions, and managing emotions, all contributing to the development of independent character. Through play experiences, children learn to take initiative independently, build self-confidence, and manage conflicts constructively, skills that are important in daily life (Ramdan & Nurishlah, 2023). Research shows that playing hide and seek can enhance children's gross motor skills, focusing on aspects of strength, speed, and balance (Sari et al., 2020; Muti'ah et al, 2024).

The implementation of the traditional game of hide-and-seek is intended to utilize appropriate traditional play methods to rectify and enhance the gross motor processes of early childhood. Through this approach, it is expected that teachers will be able to facilitate traditional games more effectively, thereby optimizing children's gross motor development. Traditional games represent a form of children's play that is passed down orally among collective groups and often exists in numerous variations (Ashar & Inrawulan, 2021). This game becomes a solution because various gross motor skills need to be mastered by children to build self-confidence and independence, as well as to be accepted by their peers. Conversely, slow motor skills can lead to negative impacts, such as feelings of frustration and inferiority, which can disrupt their social adaptation and personality. To develop the gross motor skills of children aged 5-6 years, the teacher's role is crucial in patiently accompanying children, providing training for focus, and helping them practice balance during physical activities. Gross motor development requires repetitive practice to show results, as at this age, the muscle and nerve mechanisms controlling children's motor skills are still developing.

According to this perspective, the traditional game of hide and seek has important social, physical, and educational values. This game involves two groups, one group hides (seeking) and one group searches (hiding), where players learn teamwork, strategy, physical skills, and communication to solve problems. Additionally, this game teaches respect for turns and understanding the concepts of winning and losing. Hurlock explains that gross motor skills are the control of coordinated body movements between nerves, muscles, the brain, and the spinal cord, which are necessary from toddlers as part of child growth and development. Almost all children aged two years can walk, stand, sit, kick, go up and down stairs, run, and jump. Gross motor skills develop from early childhood and increase with age until adulthood (Nanda, 2023; Saputri et al, 2025).

Based on the preliminary observations conducted by the researcher at TK Negeri Perjuangan Tanjung Angin Nupabomba, Donggala Regency, through teacher interviews and direct observation of play activities among children aged 5–6 years, it can be concluded that the children's gross motor development has not yet met the expected developmental milestones. Consequently, it is essential to conduct a study titled 'The Effect of the Traditional Hide-and-Seek Game on the Gross Motor Development of Children Aged 5–6 Years at TK Negeri Perjuangan Tanjung Angin Nupabomba, Donggala Regency. The objectives of this research are to investigate the application of traditional hide-and-seek at TK Negeri Tanjung Angin Nupabomba, measure the children's gross motor proficiency, and determine the extent to which this game contributes to motor skill improvement.

2. Methodology

The research method used is a quantitative method with a quasi-experimental type of research. Using the design and research of O1 X O2. This research was carried out at TK Negeri Perjuangan Tanjung Angin Nupabomba Donggala Regency and this research will be implemented for four weeks starting from July 21 to August

18 after conducting a proposal seminar. Instruments are tools used to measure the variable being studied, or aids that researchers use in activities for Collecting data to make activities systematic and made easier by it. As for the research instruments used are observation sheets, Evaluation rubrics, writing tools and cameras (HP). The data collection techniques used are observation techniques, documentation techniques and interviewing techniques. The data analysis techniques used are divided into two analyses, namely descriptive analysis and inferential analysis.

3. Results and Discussion

The study was conducted at TK Negeri Perjuangan Tanjung Angin Nupabomba, Donggala Regency, involving 8 children (4 boys and 4 girls) aged 5–6 years. Initial observations and interviews with teachers revealed that the children's gross motor skills had not yet developed as expected, primarily due to a lack of physical stimulation and structured movement activities. During the preliminary stage, the researchers observed the play activities of the 5-year-old students. While some children demonstrated the basic ability to run, jump, and walk, they lacked speed and agility in their movements. Current physical activities at the school generally consist of free play and teacher-guided educational games, such as playing ball or running around the school yard.

However, traditional games like hide-and-seek have not been frequently utilized as a learning medium to specifically enhance the children's gross motor development. The results of the observation obtained a picture that the gross motor development of children aged 5 and 6 years in the school still varies between one child to another. The number of students who were the subject of research as many as 8 children consisting of 4 boys and 4 girls. The teacher explained that there was a distinct difference in the children's gross motor skills before and after the hide-and-seek intervention. Prior to the routine implementation of this game, the teacher noted that many children appeared to lack agility, frequently lost their balance, and demonstrated poor bodily coordination.

This research was conducted over a period of 4 weeks at Tk Perjuangan Tanjung Angin Nupabomba, focusing on children aged 5-6 years, with an emphasis on observing the development of gross motor skills. The study was carried out in a setting selected for its relevance to the research focus. In the traditional game of "hide and seek," the teacher initially provided an explanation of the rules before the game commenced. The teacher ensured that the play area was safe, such as a spacious schoolyard free from hazards. The game instructions were then delivered in a clear and straightforward manner to ensure comprehension by the children. Key instructions included the counting process, the boundaries of the play area, how to hide, and the procedure for returning to the starting point, all of which were explained gradually and demonstrated practically. Data collection was conducted through systematic observation and recording, aiming to capture the specific issues under investigation during the learning process. The focus was placed on the daily activities of both the teacher and the students. Observations were carried out during the instructional sessions using observation sheets specifically designed to

document the children's activities, which were completed by the researcher based on the observations made. The learning process implementing the hide-and-seek game method is presented in Figure 1.



Figure 1. The Learning Process Implementing The Hide-And-Seek Game Method

The observed impact of hide-and-seek on gross motor development demonstrates that this game enables children to express themselves while effectively enhancing their physical skills. It can be concluded that the traditional game of hide-and-seek significantly influences children's gross motor development, as evidenced by the progress observed across all assessment levels at TK Negeri Perjuangan Tanjung Angin Nupabomba, Donggala Regency. The summary of the child's gross motor development before and after the intervention based on category can be seen in Table 1.

Table 1. Summary of the child's gross motor development before and after treatment

Category	Rough motor development before treatment (O1)	Rough motor development after treatment (O2)
BSB	0%	50%
BSH	20,8%	45,83%
MB	50%	37,5%
BB	25%	0%
Amount	100%	100%

Based on table 1, it is known that the average results of recapitulation The motor development of children from 8 subjects in all three aspects studied before treatment did not include children in category BSB, there were 20.8 in category BSH, there was 50% in category MB, and 25% in category BB Before treatment (0%) becomes 50%, there is an increase Before treatment (20.8%) to 45.83% there is an increase, therefore we can know that the development of gross motor skills in children before and after treatment in the form of application of a traditional game For more significant data, a descriptive statistical analysis and an inferential analysis were performed to test the statistical hypothesis using SPSS-23.

Based on the percentages obtained after the intervention, there is a clear improvement across the three observed aspects: running strength, running speed, and agility in changing positions. These results indicate that the observations align

with the teacher's expectations, demonstrating that the implementation of the traditional hide-and-seek game effectively enhances children's gross motor development. When presented visually, the histogram of children's gross motor development following the implementation of the traditional hide-and-seek game reveals significant progress across three observed aspects, as illustrated in Figure 2.

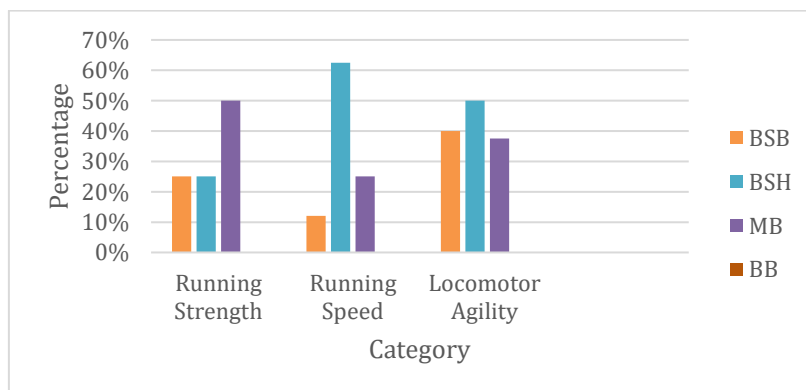


Figure 2. Children's gross motor development following the intervention

The chart illustrates a distinct shift in the distribution following the implementation of the traditional hide-and-seek game. Across the three observed aspects, the dark green bars representing the 'Not Yet Developed' (BB) category are no longer prominent compared to the pre-intervention data. Therefore, it can be concluded that there is a significant change in children's gross motor development before and after the implementation of the traditional hide-and-seek game. The paired sample test results are presented in Table 2.

Tabel 2. Paired Sampel Test

	Paired Differences					t	df	Sig (2-tailed)
	Mean	Std Deviation	Std Error Mean	Lower	Upper			
Pair 1 before- after treatment	-2.62500	1.30247	.46049	3.71389	1.53611	5.700	7	.001

These results show that the umpet square game is effective in improving a child's gross motor skills. The game encourages the child to run, hide and find friends, so that the large muscles of the child are trained naturally and pleasantly. In this section we discuss about the application of traditional games, rough motor development of children with three aspects that are observed. By applying the traditional game of umpet in Tanjung Angin National Kindergarten, researchers hope to provide a fun and rewarding learning experience for children. Through the observation of various

aspects, these games not only improve gross motor skills, but also support a child's social, emotional and cognitive development, according to their ability level.

Prior to the implementation of traditional square umpet games, children's gross motor development in Tanjung Angin State Kindergarten showed several challenges. Early observations indicate that many children have difficulty performing basic physical movements, such as running, jumping and balancing. Some of the factors that affect a child's gross motor development before this treatment include: Lack of Physical Stimulation Children are less likely to be active. Minimal physical activity causes their motor skills not to develop optimally. Activity Restrictions Many children prefer to play with gadgets rather than participate in physical activity, thus reducing their chances of practicing motor skills. Low Self-Esteem Children who experience limitations in motor skills often feel less confident, which inhibits them from trying to perform physical movements.

After giving the traditional game treatment of Umpet plot After the implementation of traditional games, children's gross motor development in TK Negeri Perjuangan Tanjung Angin showed a significant improvement. Some of the changes observed include: Increased Physical Activity Children become more active during the game. They run, jump and hide, which directly contribute to the development of gross motor skills. Development of Motor Skills Through play experiences, children show improvements in basic motor skills, such as balance and coordination. They can perform more complex movements better. Increased Self Confidence After playing, children show increased confidence. They feel more capable in performing physical movements and dare to take initiative in the game. Better Social Interaction The game also enhances social interaction among children. They learn to work together, appreciate turns, and manage conflict, all of which contribute to their social development. Better Emotion Management Children learn to manage their emotions, whether they win or lose. This contributes to healthy emotional development.

It can be concluded that the application of traditional game squares in TK Negeri Perjuangan Tanjung Angin has had a significant positive impact on children's gross motor development. Before treatment, children experience limitations in physical ability and self-confidence. However, after playing, they show an improvement in motor skills, confidence and social interaction, which is crucial to their overall growth and development. The application of the traditional game of square umpet in Tk Negeri Perjuangan Tanjung Angin Nupabomba through several aspects that are observed namely Running strength, running speed, and agility to move places. It can be known through the application of traditional game squares that have been done by researchers turned out to be influenced by rough motor development in children so in Tk Negeri Perjuangan Tanjung Angin Nupabomba Donggala Regency. We can see from the results of observations that have been obtained before in Give treatment and after being given treatment to the game. The visible effect of the child's gross motor development on the Game so that the child can express himself and can improve the rough motor skills in the child. The traditional game of Umpet Square

4. Conclusion

The observation results following the intervention show that the children's gross motor development through the traditional game of hide-and-seek has improved as expected. Based on the results of research at TK Negeri Perjuangan Tanjung Angin, it can be concluded that the application of traditional square umpet games successfully attracted children's interest, where they showed enthusiasm for this game after explanations from researchers and teachers. The clear, structured stages of play, from player selection to how to play, help children understand and enjoy the activity. In addition, observations of the child's gross motor development showed significant improvements in aspects such as running strength, running speed and displacement agility. Prior to treatment, most children were in the sub-standard category (BB), but after implementation of the game, there was a positive shift into better categories, such as BSH and MB. This shows that the traditional game of umpet squares is not only fun, but also effective in improving children's gross motor skills at TK Negeri Perjuangan.

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