https://doi.org/10.7251/SSH2601033W UDC: 797.253:796.015.15
Original scientific paper *Originalni naučni rad*

The Impact of Traditional Game-Based Activities on Self-Confidence and Motor Skill Development in Low Vision Children with Disabilities

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Abstract: *This research aims to analyze the effect of traditional games on low vision children with disabilities on their self confidence and motor skill in locomotor movements. Research uses experimental research. The research design used in this study is a factorial design. In this factorial design. This research design uses a 2 x 2 x 2 factorial design with a posttest. The sample size was 32 students, obtained through purposive sampling. Purposive. Data on student confidence was collected using a Likert scale questionnaire, and motor skills were assessed using a 1–50 scoring rubric. A two-way analysis of variance (ANOVA) with a 2 x 2 x 2 factorial design at a significance level of α = 0.05. According to the research results above. centered on these findings, it can be said that ased on the data above, there is an influence of traditional games with a focus on motor skills in children with low vision disabilities on increasing students' self-confidence in learning. The conclusions of this study are as follows: 1) There is a difference in the effect of Engklek and Galasin games on low-vision students. 2) It is concluded that traditional games have a significant effect on motor skills. 3) Self-confidence significantly affects the motor skills of low-vision students. 4) Traditional games interactively affect the self-confidence of low-vision students. 5) Traditional games have an effect on the motor skills of low-vision students. 6) There is an interaction effect between motor skills and confidence on low-vision students. 7) Traditional games affect the motor skills and confidence of low-vision students.*

Keywords: *Traditional Games, Motor Abilities, Low Vision, Learning Confidence*

Introduction

Education is the guidance and assistance that adults provide to children to help them reach maturity. The goal is for children to be able to carry out their life tasks independently. Knowledge is obtained through education and the learning process. Humans have different types of intelligence and different levels of learning ability. Education is a vital tool for nations to establish their identity and increase their competitiveness. Therefore, the state must provide quality educational services to all citizens, including those with special needs (Mega Iswari, 2017). A curriculum is essential to the implementation of education. Simply put, a curriculum is a complete list of lessons to be taught to students, with grades given for learning achievements over a certain period of time. The curriculum must accommodate the individual needs of students in terms of time and learning ability (Dakir, 2016).

In the application of the curriculum and curriculum activities that deal with the curriculum in schools. Curriculum application refers to efforts to apply the curriculum through curriculum objects, learning assessments, learning and teaching instructions and educational technology. This renewal is manifested through new tips, instructions, methods or approaches that improve learning (Basri, 2009). In order to implement this curriculum, teachers must carry out innovations. These innovations are a way for teachers to apply the curriculum to learning in schools.

Schools definitely require teachers and educators to implement the curriculum effectively. However, these activities do not always meet expectations. There are always obstacles when implementing this program, such as teachers' inability to provide and use learning media for students. The same applies to special education for children. Learning in inclusion classes is not much different from learning in regular classes. Schools that implement inclusive education must make various changes, including shifts in perspective and attitude, as well as changes to educational processes

that cater to individual needs without discrimination. That way, with accommodations and modifications that suit the child's needs, students can receive learning that suits their learning needs. The characteristics of inclusive learning are combined in several things, such as friendly and warm relationships with students, the ability of educators to educate students with different backgrounds and abilities, learning materials with various variations for all subjects, and with resources and evaluations that have been prepared. neatly by educators. There is a need for coaching students, through this coaching it is hoped that students will be able to develop and have optimal skills (Soemantri, 2017).

One of the children with disabilities is blind children. According to Somantri (Munif, 2016), blind children can be grouped into two types, namely blind and low vision. Blind children have characteristics that are slightly different from sighted children, namely that blind children have difficulty receiving and understanding information related to vision, and they still lack mastery of skills in daily activities.

Those with impaired vision cannot see what the people around them are doing clearly, in detail, or directly. Therefore, they cannot imitate them to develop and master skills for daily life activities. Low vision is a visual impairment that causes a person to have some residual vision, but not enough to perform daily activities without assistive devices. Low vision can hinder activities such as driving and reading and often requires lighting adjustments and/or enlarged print. Low vision disabilities encompass a wide range of visual impairments that significantly affect an individual's ability to perform daily tasks. Defined as having a best-corrected visual acuity between 6/18 and 3/60, low vision can result from various conditions, including retinal disease, glaucoma, and corneal disorders (Sodhi, 2020). Individuals with low vision often experience challenges such as reduced contrast sensitivity, altered color perception, and glare, which can hinder their quality of life (Nayar., 2021)

Low vision can be divided into two types: myopia (nearsightedness) and hyperopia (farsightedness). Myopia, commonly referred to as "nearsightedness," makes people unable to see distant objects clearly. Hyperopia makes it difficult to see close objects clearly and is commonly referred to as "nearsightedness." Children with low vision will definitely experience developmental problems. One such problem is motor development. Motor development is a critical factor in overall development. It is the process of acquiring skills and movement patterns that children can carry out. Motor skills are needed to control the body. Motor development is also a process of growth and development of a child's movement abilities, meaning even simple movements are the result of complex, coordinated interactions (Kovalepa, 2023). Fine motor development refers to the development of small muscle movements in the hands, consisting of coordinated eye-hand movements, which work together to create a skill. The motor development of blind children tends to be slower, causing it to appear different. This is influenced by a lack of visual stimulation, an inability to imitate others, and environmental factors. Motor activities are strongly influenced by visual stimuli.

A lack of fine motor development in children with low vision causes them to only be able to perform fine motor development stages below their developmental age. Delays in fine motor skills can be caused by a lack of stimulation. To improve children's fine motor development, it is necessary to provide regular and continuous stimulation at every opportunity from an early age. Fine motor movements do not require a lot of energy, only eye coordination and careful hand movements. Children with good fine motor skills tend to be independent because their hands are skilled at doing various things. Fine motor movements do not require much effort, but rather involve eye coordination and careful hand movements. Children with good fine motor skills tend to be independent.

Inclusive physical education still uses the standard curriculum for children, and PJOK teachers do not use a special learning model for children with disabilities. The PJOK teacher said that children with low vision have different visual abilities, so it is difficult to apply learning with game concepts. Sometimes, they said, it is difficult to see, so what they see is a misperception. Even though limited vision can be overcome with tools, children's self-confidence in their surroundings and in learning is low, especially when learning PJOK. Those who use glasses are often considered to hinder children's movements. Limited vision also makes it difficult for children to decide how to move. Several models are often used by PJOK teachers, such as direct instruction models with a game approach. Teachers have not been able to present learning using innovative models. Teachers need learning innovations, such as modifying learning models and media, to increase learning achievement in all academic areas.

Self-confidence is one of the most important qualities a student can have. It comes from the belief that, no matter what life brings, it must be faced. A study of Students' self-confidence and learning through dialogues in a Net-Based environment by (Jakobsson, 2006) revealed that a significant relationship exists between students' self-confidence and succession in their studies. And the study further showed that students with good self-confidence experienced working

through the internet full of inspiration and they felt they had worked harder than the others. Sihotang, investigated the effects of learning strategies and confidence on student's learning outcomes. They have found that student's learning outcomes were related to learning strategy and self-confidence. Their study further revealed found that students who had high confidence had better learning outcomes in comparison to students who had low self-confidence (Sihotang, L., Setiawan, D. & Saragi, 2017).

Traditional games can be adapted to include larger text, high-contrast colors, and simplified visual effects, making them more accessible to children with low vision (Nurul, 2020). Serious game accessibility design models emphasize usability and playability, ensuring children with visual impairments can enjoy games (Nurul, 2020). Various studies have shown that traditional games significantly impact students' motor skills and confidence. These games enhance physical abilities and foster a sense of cultural identity and self-esteem. The following sections detail the specific impacts of traditional games on motor skills and confidence. Gross and Fine Motor Skills, Traditional games like Congklak and Bakiak have been shown to improve gross and fine motor skills. For example, one study found that students' locomotor movement skills significantly improved, with average scores rising from 60 to 85 after playing traditional games (Fathihah, 2024). Coordination and balance: Participation in these games enhances coordination, body balance, and reaction speed, all of which are crucial for overall physical development (Ramkar, R. S., Septiadi, F., & Bachtiar, 2024). Psychomotor Development: Traditional games contribute to psychomotor skills, including hand-eye coordination and problem-solving abilities, which are essential for cognitive development (Apriyanda, A., Lubis, N. K. M., Sinaga, N. A., Nadeak, A. C., & Siddik, 2024). Motivation and Engagement: Traditional games motivate students to participate in physical education, improving learning outcomes and fostering a greater appreciation for cultural heritage (Тов, 2024).

Cultural Identity: Engaging in traditional games helps students connect with their cultural roots, fostering pride and confidence in their identity (Tov et al., 2024; Apriyanda et al., 2024).

While traditional games have clear benefits, some argue that modern sports and digital games offer more diverse skill sets and engagement opportunities. Nevertheless, the cultural and physical benefits of traditional games remain essential in educational settings.

Research on motor skill development in children with low vision is important, as it highlights the need for targeted interventions to improve their physical abilities. Studies show that children with visual impairments often have delayed motor skill development compared to their sighted peers. This study identifies a research gap: children with low vision, particularly those with cerebral visual impairment (CVI), exhibit less developed motor function than their sighted peers. These differences are particularly evident in the quality and speed of drawing tasks, which are important indicators of fine motor skills.

However, some studies suggest that, while visual impairment affects motor skills, compensatory mechanisms may develop over time, allowing for alternative learning strategies that mitigate these challenges. Nevertheless, the overall trend indicates a significant loss of motor function among visually impaired children.

Method

The research design used in this study is a factorial design. In this factorial design, the treatments will be arranged so that each individual can be a subject simultaneously, in different factors and in each factor consisting of several levels. A factorial design is part of experimental research consisting of two or more independent variables that are combined. This research design uses a 2 x 2 x 2 factorial design with a posttest. An illustration of this factorial design can be seen in the following figure:

Table 1. *Research Design*

		Traditional Game			
		(A1)		Galasin (A2)	
Motor Skill (B)		Fine Motor Skill B1	Gross Motor Skill B2	Fine Motor Skill B1	Gross Motor Skil G B2
Self Confidence (C)	High (C1)	A1B1C1	A1B2C1	A2B1C1	A2B2C1
	Low (C2)	A1B1C2	A1B2C2	A2B1C2	A2B2C2

Description:

A1B1C1: Hopscotch game that develops fine motor skills and high self-confidence.

A1B2C1: A hopscotch game that develops gross motor skills and self-confidence.

A2B1C1: Galasin game with fine motor skills and high self-confidence.
A2B2C1: Galasin game with gross motor skills and high self-confidence.
A1B1C2: Hopscotch game with fine motor skills and low self-confidence.
A1B2C2: Hopscotch game with gross motor skills and low self-confidence.
A2B1C2: Galasin game with fine motor skills and low self-confidence
A2B2C2: Galasin game with gross motor skills and low confidence.

This study examined 50 low-vision students in North Sumatra. The research sample was selected using purposive random sampling based on the inclusion and exclusion criteria. Purposive random sampling involves selecting samples based on specific criteria. The sampling technique used in this study was purposive sampling. The sample size was 32 students, obtained through purposive sampling. Purposive sampling is a method of selecting subjects based on specific objectives rather than strata, randomness, or region.

The requirements for the research sample are as follows:

1) Willingness to participate in the study.
2) Obtained permission from the students' parents/guardians.
3) Have low vision.

Data on student confidence was collected using a Likert scale questionnaire, and motor skills were assessed using a 1–50 scoring rubric. A two-way analysis of variance (ANOVA) with a 2 x 2 x 2 factorial design at a significance level of $\alpha = 0.05$ was used to analyze the data in this study. Before conducting the variance analysis, a sample normality test was conducted using Liliefors as a prerequisite for fulfilling the data analysis requirements. The Bartlett test was also used to determine the level of population variance homogeneity. If there was an interaction, which is the result of the ANOVA calculation, a Tukey test was conducted to determine the significance level of the F-value at a significance level of $\alpha = 0.05$.

Results

Normaity Test

The normal test is used to determine whether the data distribution of the population under study is normal or not. There are techniques that can be used to test the normality of data, such as the Kolmogorov-Smirnov test.

Table 2. *Normality Test*

Tests of Normality			
	Kolmogorov-Smirnov[a]		
	Statistic	df	Sig.
Motor skill	.083	32	.200*

**. This is a lower bound of the true significance.*
a. Lilliefors Significance Correction

Table 2 above shows that the significance (sig) value of the shooting data is 0.200, which is greater than 0.05. Therefore, the decision is to accept H0, concluding that the data on the motor skills of the pentaque athletes are normally distributed.

Homogeneity Test

The homogeneity test is a technique used to determine whether two or more samples come from the same population. The homogeneity test was conducted to determine whether the mortality, feeding capacity, damage intensity, and plant height data for each treatment had different variants. In this study, the homogeneity test used was the Levene test with the help of the SPSS (Statistical Package for the Social Sciences) 27 application.

Table 3. *Homogeneity Test*

Levene's Test of Equality of Error Variances[a,b]					
		Levene Statistic	df1	df2	Sig.
Motor skill	Based on Mean	1.766	7	24	.141
	Based on Median	1.302	7	24	.292
	Based on Median and with adjusted df	1.302	7	12.807	.324
	Based on trimmed mean	1.717	7	24	.152

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.
a. Dependent variable: Motor skill
b. Design: Traditional Games

Table 3 above shows that the homogeneity test based on mean (sig) is 0.141, which is greater than 0.05. Therefore, the decision is to accept H0, concluding that the data from all treatments are homogeneous.

Hypothesis Test

Data dalam penelitian ini dianalisa dengan teknik analisis varians (ANOVA) dua jalur dengan desain faktorial 2 x 2 x 2 pada taraf signifikan α = 0,05. Selanjutnya, jika terdapat interaksi (hasil dari perhitungan ANOVA), dilanjutkan dengan uji Tukey yang bertujuan untuk mengetahui tingkat signifikansi F hitung dengan taraf signifikansi α = 0,05.

Table 3. *Uji Hipotesis*

Descriptive Statistics					
Dependent Variable: Motor skill					
Traditional Game	Motor skill	*Self confidence*	Mean	Std. Deviation	N
Engklek	Fine motor skill	High	20.0000	9.20145	4
		Low	16.5000	5.06623	4
		Total	18.2500	7.12641	8
	Gross motor skill	High	41.0000	11.57584	4
		Low	31.7500	8.18026	4
		Total	36.3750	10.51445	8
	Total	High	30.5000	14.82276	8
		Low	24.1250	10.30170	8
		Total	27.3125	12.76307	16
Galasin	Fine motor skill	High	39.7500	12.52664	4
		Low	21.2500	9.21502	4
		Total	30.5000	14.19255	8
	Gross motor skill	High	38.2500	5.67891	4
		Low	17.5000	10.40833	4
		Total	27.8750	13.53765	8
	Total	High	39.0000	9.03960	8
		Low	19.3750	9.31876	8
		Total	29.1875	13.46709	16
Total	Fine motor skill	High	29.8750	14.66227	8
		Low	18.87590	7.33753	8
		Total	24.3750	12.55853	16
	Gross motor skill	High	39.6250	8.56801	8
		Low	24.6250	11.53798	8
		Total	32.1250	12.50533	16
	Total	High	34.7500	12.64648	16
		Low	21.7500	9.80136	16
		Total	28.2500	12.94156	32

Table 4. *Hypothesis Testing*

Tests of Between-Subjects Effects						
Dependent Variable: Hasil Shooting						
Source	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Corrected Model	3111.000[a]	7	444.429	5.126	.001	.599
Intercept	25538.000	1	25538.000	294.528	.000	.925
Traditional Game	28.125	1	28.125	.324	.006	.013
Motor Skill	480.500	1	480.500	5.542	.027	.188
Self Confidence	1352.000	1	1352.000	15.593	.001	.394
Games * Motor Skill	861.125	1	861.125	9.931	.004	.293
Games * Self Confidence	351.125	1	351.125	4.049	.046	.144
Motor Skill * Self Confidence	32.000	1	32.000	5.369	.005	.015
Games * Motor Skill * Self Confidence	6.125	1	6.125	5.071	.008	.003
Error	2081.000	24	86.708			
Total	30730.000	32				
Corrected Total	5192.000	31				

a. R Squared = ,599 (Adjusted R Squared = ,482)
The following conclusions are shown in Table 4 above.

1. The significance value of 0.006 is smaller than 0.05; therefore, H0 is rejected, and it is concluded that there is a difference in the effect of Engklek and Galasin games on low-vision students.

2. The significance value of 0.027 is less than 0.05; therefore, H0 is rejected, and it is concluded that traditional games have a significant effect on motor skills.

3. The significance value of self-confidence is 0.001, which is less than 0.05. Therefore, we reject H0 and conclude that self-confidence significantly affects the motor skills of low-vision students.

4. The significance value of the interaction effect between traditional games and self-confidence is 0.004, which is also less than 0.05. Thus, we reject H0 and conclude that traditional games interactively affect the self-confidence of low-vision students.

5. The significance value of the interaction effect is 0.046, which is smaller than 0.05. Thus, we reject H0 and conclude that traditional games have an effect on the motor skills of low-vision students.

6. The significance value of the interaction effect between motor skills and confidence is 0.005, which is smaller than 0.05. Thus, we reject H0 and conclude that there is an interaction effect between motor skills and confidence on low-vision students.

7. The significance value of the effect of traditional games on motor skills and confidence is 0.008, which is smaller than 0.05. Thus, we reject H0 and conclude that traditional games affect the motor skills and confidence of low-vision students.

Discussion

The influence of traditional games on enhancing motor skills in children with low vision disabilities significantly contributes to their self-confidence in learning. Research indicates that engaging in adapted and traditional games fosters not only motor development but also psychological benefits, such as increased self-efficacy and social interaction.

Traditional games enhance gross motor skills, including balance, coordination, and muscle strength, which are crucial for children with disabilities (Dzakiyyah, Dwi, Manna, 2024). A study on Balinese traditional games demonstrated that 81.3% of participants showed high engagement, leading to improved fundamental motor skills (Yoda., I, Ketut, Rifqi, Festiawan., Ardo, Okilanda., Ardo, 2024).

Participation in adapted games has been shown to overcome psychological barriers, enhancing courage and confidence in trying new skills. The Orientation Game for blind children improved self-concept and autonomy, indicating a direct link between motor skill development and self-confidence (Farias, Gerson, Carneiro, de, 2022).

Traditional games promote social interaction, allowing children to engage with peers, which further boosts their self-esteem and confidence in social settings (Dzakiyyah, 2024). Conversely, while traditional games are beneficial, some argue that reliance on these methods may overlook the need for tailored interventions that address specific individual challenges faced by children with low vision disabilities.

Traditional games significantly enhance student confidence by fostering social skills, physical abilities, and engagement in learning. Research indicates that participation in these games leads to measurable improvements in self-esteem and social interactions among students. The following sections elaborate on the various impacts of traditional games on student confidence.

Traditional games, such as crank and sack races, have been shown to increase self-confidence in students, with average scores rising from 67.38 to 78.85 over multiple cycles of implementation (Ziftahni Rachma Sukarna, Didin Budiman, 2023). The structured nature of these games allows students to experience success, which is crucial for building self-belief and positive attitudes towards learning. Engaging in traditional games promotes teamwork and communication skills, as children learn to collaborate and strategize with peers (Lauren, J., Lieberman., Justin, A., Haegele., Luis, Columna., Paula, 2014). Students involved in these activities demonstrate improved social relations, which contribute to their overall confidence in social settings.

Incorporating traditional games into physical education not only enhances motor skills but also increases students' interest in learning, thereby boosting their confidence in physical activities (Muhammad., Ali, Rahmat., Carsiwan, 2024). The development of coordination and physical fitness through these games further supports students' self-assurance in their abilities (Conversely, while traditional games are beneficial, some educators may argue that modern educational methods and technology could provide more effective means of building confidence in students. However, the holistic benefits of traditional games in fostering both physical and social skills remain compelling.

For a regular physical education teacher, it is important to remember that children with disabilities are still children, but happen to have disabilities. In general, children with disabilities tend to be the same as children without disabilities. Much of what teachers know about good education for children without disabilities is directly applicable to children with disabilities. For an adaptive physical education teacher, they specialize in education for people with disabilities and have knowledge of all situations and conditions that can influence a person's attitudes, talents and physical education experiences (Haris, 2021).

Regular physical education teachers may ask adaptive physical education teachers about things they don't understand regarding education programs for children with disabilities. If adaptive physical education teachers have questions about disabilities, it is beneficial to consult with coaches, therapists, parents, and administrators who can provide the necessary expertise to accommodate the resources necessary to develop and implement a program plan for each child (Harris, 2021). For children with disabilities who have physical education needs that are different from those met in the context of the regular curriculum, learning programs need to be designed that suit their conditions and needs. This will empower teachers to develop experiences and goals that are consistent with opportunities for participation for all children (Canales, L. K., & Lytle, 2011).

Physical education teachers play a crucial role in adapting their teaching methods to accommodate children with low vision. Creativity in lesson planning and instructional strategies is essential to ensure these students can participate fully and benefit from physical education. The following sections outline key strategies and considerations for effective teaching in this context.

Use of Props and Equipment: Incorporating tactile and auditory props can enhance engagement and understanding for visually impaired students (Jakinda., Rose, Simon, Munayi., Janet, Muhalia, Chumba., Benson, Ndung'u, 2024). Modified Instructional Methods: Teachers should employ varied instructional techniques, such as verbal cues and physical guidance, to facilitate learning (Jakinda., Rose, Simon, Munayi., Janet, Muhalia, Chumba., Benson, Ndung'u, 2024).

Studies have shown that traditional games positively impact the self-confidence and motor skills of children with low vision and other disabilities. These games provide a structured yet enjoyable environment that encourages physical activity, which is crucial for developing motor skills and boosting self-esteem. Engaging in traditional games enhances physical abilities and fosters social interaction, which can contribute to a child's self-confidence. The key aspects of how traditional games affect these children are outlined below. Specific games, such as "Kucing-

kucingan," have effectively improved walking and balance in visually impaired children, demonstrating traditional games' potential to enhance mobility and posture (Maula, N., & Sidiq, 2022).

Conclusion

The findings of this study demonstrate that traditional games, specifically *Engklek* and *Galasin*, play a vital role in enhancing both the motor skills and self-confidence of low-vision students. The results indicate a significant difference in the effects of these two games, suggesting that each offers unique benefits to the development of physical and psychological abilities. Furthermore, traditional games were found to have a direct and significant impact on improving motor skills, while self-confidence also showed a strong influence on motor performance. The interactive relationship between self-confidence and motor skills highlights the importance of holistic approaches that integrate physical activity and emotional empowerment. Overall, traditional games serve as an effective pedagogical tool for promoting the physical and psychological growth of children with low vision, fostering their confidence, coordination, and overall participation in learning activities.

Acknowledgements

The authors sincerely express their deepest gratitude to all participants, teachers, and staff of the special schools in Medan for their invaluable support throughout this research. Special appreciation is extended to the students with low vision disabilities who participated with great enthusiasm and commitment. The authors also acknowledge the guidance and constructive feedback provided by academic mentors and colleagues, whose expertise significantly contributed to the design and implementation of the study. Gratitude is further extended to the institutions and organizations that facilitated access to essential resources and created a supportive environment for data collection and analysis. Finally, the authors would like to thank the anonymous reviewers and editors for their insightful comments and suggestions, which have greatly enhanced the quality and clarity of this manuscript.

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Primljen: 20. decembar 2025. / Received: December 20, 2025
Prihvaćen: 28. april 2026. / Accepted: April 28, 2026