



A Survey on the Implementation of Traditional Games at Oetete 1 State Elementary School, Kupang

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Abstract
Objectives. This study aimed to examine the implementation of traditional games at Oetete 1 State Elementary School, Kupang. Materials and Methods. This study employed a descriptive survey design. Data were collected through interviews and observations involving five students, one principal, and one physical education teacher. The data were analyzed descriptively to identify the forms of implementation, perceived benefits, and challenges in applying traditional games in the school setting. Results. The findings showed that traditional games such as stilts, bakiak, and pole-based games were implemented as part of school activities and were perceived to contribute positively to students' social interaction and motor skill development. These games encouraged cooperation, balance, coordination, and active participation among students. However, their implementation was not yet optimal due to several constraints, including limited time allocation, insufficient teacher training, and a lack of curriculum support. Conclusions. Traditional games have potential educational value in improving elementary school students' social and motor development. Nevertheless, stronger support from schools and education authorities is needed to enhance their implementation and sustainability within contemporary educational practice.
Keywords: implementation of traditional games at oetete 1 state elementary school,kupang

Introduction

Physical Education, Sports, and Health (PJOK) is one of the many subjects in the curriculum in Indonesia. PJOK is essentially an educational process that uses physical activities to produce comprehensive changes in the physical, mental, and emotional qualities of a person. PJOK focuses on physical growth and development, psychological, motor skills, knowledge and thinking, awareness of values (mental, emotional, sportsmanship, spiritual,

attitude, and social) as well as a healthy and regular lifestyle that aims to encourage or improve and develop physical fitness, motor skills, critical thinking, social, reasoning, emotional stability, morals, and an introduction to a clean and healthy environment through activities in PJOK that are systematically planned in an effort to achieve national education goals (Kuswoyo et al., 2017). (Felix Adriano Tarigan Sibero et al., 2024). Education is a very important thing for the life of the nation and the progress of the country. With education, the Indonesian nation will experience progress and leave behind its decline. (Wibowo & Pranata, 2020). Sport is a physical activity carried out intentionally by the human body to achieve a specific goal. Sport is a physical activity aimed at maintaining physical health. In the curriculum (Kuswoyo et al., 2020) (Anwar, 2005) It is explained that physical education is an integral part of the overall education system, which focuses on developing aspects of physical fitness, motor skills, critical thinking skills, emotional stability, social skills, reasoning and action through physical activities that are systematically designed and aimed at improving individuals organically, neuromuscularly, perceptually, cognitively, socially and emotionally. (Burstiando, 2015).

The government must focus more on education and create policies that guide its development in Indonesia. Education as a whole cannot be separated from physical education. Physical education is essentially an educational process that utilizes physical activity to produce changes in the quality of individuals, both physically and spiritually. Therefore, physical education is a very important and primary education for the advancement of a nation. This traditional game is a legacy from our ancestors, and it contains numerous benefits, such as values, democracy, educational values, personality values, courage, health values, unity values, and moral values. In the past, children played with simple tools. However, now they are playing with technology-based games from abroad and are starting to abandon traditional toys. Along with the changing timesn (Faseh & Gumindari, 2021).

Modern education uses traditional games as a tool, demonstrating that play contains values that foster harmony between body and soul. Games are part of the field of physical education, which encompasses many activities, much like sports in general. Play stimulates human development, both psychologically and socially.1 (Husain, 2014). Educational sports are physical education and sports that are implemented as part of a regular and continuous educational process to acquire knowledge, personality, skills, health and physical fitness. Educational sports are physical education and sports that are implemented as part of a regular and continuous educational process to acquire knowledge, personality, skills, health and physical fitness.(Perdima & Kristiawan, 2021). Elementary school children's mathematical abilities include understanding mathematical concepts, counting, and problem-solving. These abilities are acquired through instruction in whole numbers and arithmetic operations, geometry and measurement, and data processing. (Siregar & Lestari, 2018) stated that to teach counting skills to elementary school students, one of the methods is by using practice.

Materials and methods
study participats.

This study uses a qualitative descriptive approach to describe the implementation of traditional games at Oetete 1 State Elementary School, Kupang. This approach, allows researchers to gather in-depth information about the factors influencing the implementation of these games. The study was conducted at Oetete 1 State Elementary School, Kupang, a school committed to preserving local culture through traditional games. The population of this study was 5 students, 1 physical education teacher, and the principal at Oetete 1 State Elementary School, Kupang. The researchers conducted semi-structured interviews with 1 physical education teacher, the principal, and 5 students to understand their perspectives on the implementation of traditional games, the obstacles they faced, and their benefits for students.

Study organization.

This research approach uses a qualitative approach that fundamentally relies on observation. This explains that deeper exploration is needed in qualitative research to better understand complex social realities, which cannot always be measured through quantitative approaches (Haki et al., 2024). This also demonstrates that qualitative research provides flexibility and in-depth understanding in exploring participants' perspectives and uncovering aspects of social phenomena that cannot be measured. Qualitative research methods are research approaches based on the philosophy of postpositivity, used to investigate the natural conditions of the research object (as opposed to experimental methods) (Nana & Elin, 2018). In this method, the researcher is considered the key instrument in data collection and analysis. Data source sampling is carried out purposively and using a snowball method, while data collection techniques use triangulation (combining various data sources). The data analysis process tends to be inductive or qualitative, and the primary goal of qualitative research is to discover meaning or in-depth understanding of the phenomenon being studied rather than simply making generalizations.

Statistical analysis.

The type of research used in this study is descriptive qualitative. Descriptive research is a research method that aims to understand the value of individual variables in detail, either with a single variable or with several independent variables, without making comparisons or relationships with other variables (Nana & Elin, 2018). This method was used to describe the implementation of traditional games at Oetete 1 State Elementary School, Kupang. This approach allowed researchers to gather in-depth information regarding the factors influencing the implementation of these games.

Results

In seeking and gathering information for the research, the researcher used a qualitative research methodology with a descriptive approach. The descriptive steps taken by the researcher included developing a list of questions for interviews with informants as data collectors. These questions were then described to determine the information gathered, based on data from interviews with physical education teachers. The interview results are presented

below:

Interviews with Physical Education Teachers

1) Curriculum Support

Interviews with physical education teachers revealed that the implementation of traditional games receives curriculum support. This is demonstrated by the inclusion of traditional games in the Basic Competencies (KD) for physical education subjects in the current curriculum. Teachers stated that the curriculum not only includes basic movement skills but also provides space for the introduction and practice of traditional games as a means of learning positive values such as sportsmanship, cooperation, discipline, and responsibility. Furthermore, this support is evident in the guidance encouraging teachers to integrate traditional games into lesson plans. Therefore, it can be concluded that curriculum support for the implementation of traditional games at Oetete 1 Public Elementary School, Kupang, has proven to be an important foundation for physical education teachers in designing and implementing learning.

2) Teacher Training

Interviews with physical education teachers revealed that the implementation of traditional games receives support through teacher training. The teacher explained that the training was carried out by the school, the education department, and through other activities. The Physical Education Teacher Working Group (KKG) provided training. The training provided included understanding the concepts of traditional games, implementation techniques, and game modifications appropriate to the field. Therefore, it can be concluded that teacher training is a crucial factor in the successful implementation of traditional games in schools. Through training, physical education teachers acquire relevant knowledge, skills, and learning strategies, enabling them to package traditional games in a safe, engaging, and meaningful way.

3) Resources

According to interviews with physical education teachers, it was found that the implementation of traditional games is supported by the availability of adequate resources. These resources include facilities and infrastructure, such as school fields, traditional game equipment, such as rubber balls, rope, and wood, and school budget support for equipment procurement or repair. Teachers added that utilizing local resources, such as using natural materials or used items to make game equipment, is an effective strategy for overcoming limitations. Therefore, it can be concluded that resource availability is a crucial aspect in the successful implementation of traditional games. Resources include physical facilities, equipment, and competent teaching staff. Utilizing local resources is also a creative step that not only supports the implementation of learning games but also instills environmental values in students.

4) Culture and Values

Based on interviews with physical education teachers, it was found that the implementation of traditional games is rich in cultural content and values. The teachers explained that each traditional game taught not only aims to train physical skills but also

instills ancestral values such as cooperation, discipline, and responsibility. Furthermore, traditional games serve as a medium for introducing and preserving local culture to students, enabling them to learn about the nation's cultural heritage. Therefore, it can be concluded that the culture and values embedded in traditional games make physical education learning more meaningful because they focus not only on mastering physical skills but also on developing character and cultural awareness.

Interview with the Principal

1) Curriculum Support

An interview with the principal revealed that the implementation of traditional games received strong support from the applicable curriculum. The principal explained that traditional games were included in the core competencies (KD) for physical education, providing teachers with official guidelines for integrating them into the learning process. This support was evident in the development of lesson plans (RPPs), which included: Traditional games are part of the learning materials and learning strategies are adjusted to align with the curriculum. Therefore, it can be concluded that curriculum support for the implementation of traditional games is an important foundation for the sustainability of physical education learning. With a curriculum policy umbrella, traditional games can be taught in a targeted manner in line with national education goals, while also serving as a means of preserving local culture.

2) Teacher Training

Interviews with school principals revealed that the implementation of traditional games is supported through teacher training. The training includes materials on traditional game implementation techniques, modifying games to suit school conditions, and how to instill character values through teacher training activities. Therefore, it can be concluded that teacher training is an important supporting factor in the implementation of traditional games. Through training, teachers acquire relevant knowledge, skills, and strategies, enabling them to teach traditional games in an engaging, effective, and meaningful manner.

3) Resources

Interviews with school principals revealed that the implementation of traditional games is supported by the availability of adequate resources. The principal explained that the school has facilities and infrastructure, such as a fairly large field and several traditional game equipment like rubber balls, ropes, and sticks. Furthermore, the school budget is used to procure or repair game equipment, and the physical education teacher actively participates in designing local resources, such as making game equipment from simple materials or used items. Therefore, it can be concluded that the availability of resources is a crucial component in supporting the implementation of traditional games. Adequate facilities and infrastructure, budget support, and the creative use of local resources enable learning to proceed smoothly.

4) Culture and Values

An interview with the principal revealed that the implementation of traditional games at the school is rich in content and values. The principal explained that each traditional game taught is not merely a physical activity but also contains noble values such as cooperation, honesty, and discipline. Through traditional games, students are introduced to local cultural heritage, which is part of the nation's identity, enabling them to understand, appreciate, and

preserve it. Therefore, it can be concluded that the culture and values embedded in traditional games make physical education learning at Oetete Public Elementary School more meaningful.

Student Interview Results

1) Curriculum Support

Students stated that traditional games are often taught in physical education classes, according to the learning schedule, which teachers have adjusted based on the curriculum. They feel traditional games are very important and interesting because they not only train physical skills, but also provide a fun learning experience and enhance knowledge about local culture. Therefore, it can be concluded that curriculum support for the implementation of traditional games has a positive impact on students. A clear and integrated curriculum makes it easier for teachers to deliver material systematically and enjoyably.

2) Teacher Training

The implementation of traditional games benefits from regular teacher training. Students revealed that their physical education teachers appear more confident and creative in teaching traditional games. With the training, teachers are able to modify traditional games according to the students' conditions and needs, resulting in a more effective learning process. Therefore, it can be concluded that teacher training plays a crucial role in the successful implementation of traditional games in schools from the students' perspective. Through training, teachers can improve their competency in managing traditional game learning, so that students gain a more varied and meaningful learning experience.

3) Resources

The implementation of traditional games is supported by the availability of adequate resources at school. Students stated that they have a sufficiently large play space and a variety of traditional game equipment, such as rubber balls, ropes, and simple tools. They also felt that the equipment used in traditional games was safe and suitable for use. Therefore, it can be concluded that resource support in the form of facilities, equipment, and a conducive environment plays a significant role in the smooth implementation of traditional games.

4) Culture and Values

positive learning values. Students stated that through traditional games they not only learned The implementation of traditional games contains strong cultural values and is imbued with physical skills but also understood the importance of cooperation, honesty, and mutual respect for their peers. They enjoyed learning games that were part of local culture, making them feel closer to regional traditions. Furthermore, traditional games were also seen as a means to strengthen friendship and togetherness among students. Therefore, it can be concluded that the implementation of traditional games at Oetete Public Elementary School is not only It functions not only as a physical activity, but also as an effective medium for instilling positive cultural values and character in students.

Discussion

Discussion of Study Variables: The implementation of traditional games in elementary schools is a learning strategy aimed at developing students' motor, social, and emotional skills, as well as their character values comprehensively. Traditional games such as

hopscotch, fortification, gobak sodor, congklak, galah asin, and others contain educational elements that are highly relevant to the learning needs of elementary school-aged children.

1. The Role of Physical Education Teachers and the School Environment

Physical Education teachers play a crucial role as facilitators in designing traditional game activities that are appropriate to the age and conditions of students. A supportive school environment, such as the availability of open spaces, simple play equipment, and support from the principal and other teachers, significantly influences the success of their implementation.

2. Integration with the Curriculum

Traditional games are integrated into the Physical Education curriculum as a learning tool that aligns with basic competencies. In the 2013 Curriculum and the Independent Curriculum, traditional games are viewed as contextual learning media that shape the Pancasila Student Profile, such as mutual cooperation, independence, and creativity.

3. Benefits for Students.

Implementing traditional games provides many benefits, including: Physical: improving fitness, coordination, and agility. Social: fostering cooperation, empathy, and tolerance. Psychological: reducing stress, increasing joy and self-confidence. Cognitive: training strategy, concentration, and problem-solving.

4. Challenges in Implementation

Some obstacles to implementing traditional games in elementary schools include: Lack of time due to the busy curriculum. Lack of teacher training on variations and methods of traditional games. Limited facilities and equipment in some schools. The influence of digital games and modern culture that shift students' interest towards traditional games.

5. Solutions and Development

To optimize implementation, it is necessary to conduct: Training and workshops for physical education teachers on traditional games. Support school policies in the form of schedules and facilities. Involve students, parents, and the community in preserving local culture through games. Integrate traditional games into various school activities such as competitions, cultural days, or extracurricular activities.

Conclusions

Implementing traditional games in elementary schools is an effective, enjoyable, and value-rich learning strategy. Traditional games serve not only as physical activities but also as learning media that develop cognitive, affective, and psychomotor aspects in an integrated manner. Through traditional games, students learn not only basic movement skills but also character values such as cooperation, responsibility, sportsmanship, honesty, and tolerance. These activities also strengthen social relationships among students, strengthen their love for local culture, and create an active and meaningful learning environment. The implementation of traditional games is also in line with the direction of the 2013 Curriculum and the Independent Curriculum, which emphasize character education, contextual learning, and strengthening the Pancasila Student Profile. However, the implementation of traditional games still faces several challenges, such as limited time, facilities, and teacher training. However, these challenges can be overcome through learning innovation, collaboration

among school stakeholders, and policy support that encourages the preservation of local culture in the educational environment. Therefore, systematic efforts are needed to preserve and optimize traditional games as part of learning strategies in elementary schools, through teacher training, the development of a local culture-based curriculum, and adequate facilities and infrastructure.

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