

A Survey of the Implementation of Traditional Games in Physical Education Learning among Elementary Schools in Makassar

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Abstract

Objectives: This study aimed to examine the implementation of traditional games in physical education learning among elementary schools in Makassar City, focusing on implementation levels, types of games used, teacher perceptions, and barriers encountered during instruction.

Materials and Methods: A quantitative descriptive survey design was employed. The participants were 45 physical education teachers from public and private elementary schools in Makassar City, selected through purposive sampling. Data were collected using questionnaires, observation sheets, and semi-structured interviews. The data were analyzed using descriptive statistics, including percentages, mean scores, and implementation categories.

Results: The findings showed that the implementation of traditional games was categorized as good, with an average implementation score of 78.4%. The most frequently used games were gobak sodor, engklek, bentengan, bakiak race, and rope jumping. Teachers reported that traditional games improved students' motivation, cooperation, motor activity, and cultural awareness. However, several barriers were identified, including limited facilities, insufficient learning time, and lack of teacher training.

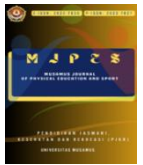
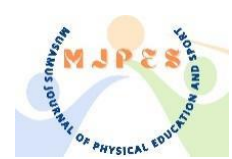
Conclusions: Traditional games have been positively implemented in elementary school physical education in Makassar City. These games support students' physical, social, and cultural development. However, better facilities, teacher training, and curriculum support are needed to optimize their use in physical education learning.

Keywords: Traditional Games, Physical Education, Elementary School, Survey Study, Makassar City

Introduction

Physical education plays an essential role in supporting children's physical fitness, motor competence, social interaction, and character development (Fizi et al., 2023; Renshaw & Chow, 2019). At the elementary school level, physical education should not only focus on sport skills but also provide enjoyable, meaningful, and developmentally appropriate learning experiences (Sapta et al., 2023; Smith, 1991).

Traditional games are one form of learning activity that can support these goals. In Indonesia, traditional games contain cultural, physical, social, and moral values (Ali, 2023; Wulan Machmud et al., 2021). Games such as gobak sodor, engklek, bentengan, bakiak race, and rope jumping require students to move actively, cooperate with peers, follow rules, and demonstrate sportsmanship. Therefore, traditional



games can serve as an effective medium for physical education learning.

Previous studies have shown that traditional games can improve students' social skills, motor development, motivation, and active participation in physical education (Andika et al., 2024; Haegele et al., 2021; Ismawati & Saadah, n.d.). Irmansyah et al. reported that traditional sport games in physical education contributed to children's social skill development. Gustian also found that traditional games were effective in stimulating elementary students' motor skills. More recent research also supports that traditional games can enhance motor skills and motivation in physical education learning (Kuswoyo et al., 2017; Marcelino, 2025; Sari et al., n.d.).

However, the implementation of traditional games in schools is still influenced by several factors, including teacher competence, facilities, time allocation, curriculum demands, and students' familiarity with local games. In urban areas such as Makassar City, children's increasing exposure to digital games may also reduce their engagement with traditional physical activities. Therefore, a survey is needed to understand how traditional games are currently implemented in elementary school physical education (Fizi et al., 2023; Wulandari et al., 2023).

This study aimed to investigate the implementation of traditional games in physical education learning among elementary schools in Makassar City.

Materials and Methods

Research Design

This study used a quantitative descriptive survey design (Sugiyono, 2012). This design was selected to describe the current implementation of traditional games in elementary school physical education learning.

Participants

The participants were 45 physical education teachers from public and private elementary schools in Makassar City. Participants were selected using purposive sampling based on the following criteria: active physical education teachers, having at least two years of teaching experience, and having introduced or implemented traditional games in physical education learning.

Instruments

Data were collected using questionnaires, observation sheets, and semi-structured interviews. The questionnaire measured the frequency of traditional game implementation, types of games used, teacher perceptions, supporting facilities, and implementation barriers. A five-point Likert scale was used, ranging from 1 = strongly disagree to 5 = strongly agree.

Data Collection Procedures

Data collection was conducted during the second semester of the 2025 academic year. Questionnaires were distributed to physical education teachers. Observations were conducted during selected physical education sessions, while interviews were used to clarify teachers' responses and explore implementation challenges.

Data Analysis

Data were analyzed using descriptive statistics, including percentages, mean scores, and implementation categories. The implementation level was classified as follows: 81–100% = very good, 61–80% = good, 41–60% = fair, 21–40% = poor, and 0–20% = very poor.

Results

The results showed that the implementation of traditional games in physical education learning among elementary schools in Makassar City was generally categorized as good.

Table 1. Level of Traditional Game Implementation

Category	Percentage Range	Frequency	Percentage
Very Good	81–100%	18	40.0%
Good	61–80%	21	46.7%
Fair	41–60%	5	11.1%
Poor	21–40%	1	2.2%
Very Poor	0–20%	0	0%

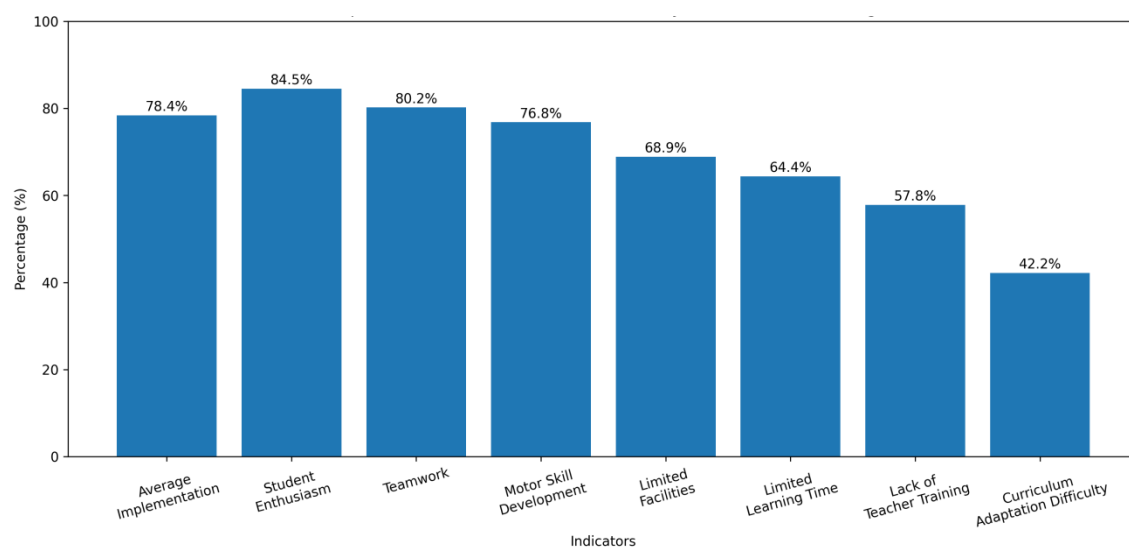
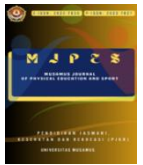


Figure 1. Traditional Games Implementation in Physical Education Learning



The average implementation score was 78.4%, indicating that traditional games were frequently integrated into physical education learning.

The most commonly implemented games were gobak sodor, engklek, bentengan, bakiak race, rope jumping, and movement-based congklak activities. Teachers reported that these games were easy to organize, enjoyable for students, and suitable for elementary school learning.

Teacher perception data showed that 84.5% of teachers agreed that traditional games increased student enthusiasm, 80.2% stated that traditional games improved teamwork, and 76.8% believed that traditional games supported motor skill development.

Several barriers were also identified. Limited school facilities and playing areas were reported by 68.9% of teachers, limited learning time by 64.4%, lack of teacher training by 57.8%, and difficulty adapting games to curriculum objectives by 42.2%.

Discussion

The findings indicate that traditional games have been implemented positively in elementary school physical education learning in Makassar City. The average implementation score of 78.4% shows that most teachers recognize the educational value of traditional games and use them as part of physical education activities.

This finding is consistent with previous research showing that traditional games can create enjoyable learning environments and increase student participation. (Purwanto et al., 2024; Wallhead & Ntoumanis, 2004) found that traditional sport games used by physical education teachers helped develop children's social skills. Similarly, Gustian reported that traditional games were effective in stimulating elementary school students' motor skills.

The use of games such as gobak sodor, bentengan, and rope jumping supports students' locomotor movement, agility, coordination, balance, and teamwork. These movement elements are important in elementary physical education because they help children develop fundamental movement skills. Recent research also found that traditional games improved students' motor skills and motivation to learn physical education.

In addition to physical benefits, traditional games also strengthen cooperation, discipline, honesty, communication, and cultural awareness. This supports the idea that physical education can contribute not only to physical development but also to social and character development. A study on traditional sport games also showed their effectiveness in improving students' social skills in physical education contexts (Herlambang, 2017; Kuswoyo & Shareef, 2025).



However, the study also found several barriers. Limited facilities and playing areas were the most common challenges. This condition may reduce teachers' ability to implement group-based traditional games effectively. Limited learning time also makes it difficult for teachers to explain rules, organize students, conduct activities, and evaluate learning outcomes.

Another important issue is the lack of teacher training. Some teachers still experience difficulty modifying traditional games to align with curriculum objectives. Therefore, professional development programs are needed to help teachers design safe, structured, and meaningful traditional game-based learning activities.

Overall, traditional games are relevant for physical education learning in elementary schools because they combine movement, enjoyment, social interaction, and cultural preservation. In Makassar City, strengthening the implementation of traditional games can support both educational and cultural goals.

Conclusions

The implementation of traditional games in physical education learning among elementary schools in Makassar City was categorized as good, with an average implementation score of 78.4%. Traditional games contributed positively to students' motivation, physical activity participation, motor skill development, social interaction, and cultural awareness.

The most frequently implemented games were gobak sodor, engklek, bentengan, bakiak race, and rope jumping. However, several challenges remain, including limited facilities, insufficient learning time, and lack of teacher training.

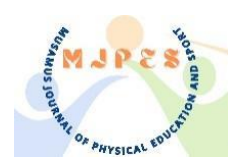
Schools and educational stakeholders should provide better facilities, curriculum support, and teacher training to optimize the use of traditional games in physical education learning.

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