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Effectiveness of the Traditional Terompah Game in Increasing Interest in Physical Activity at SD IT Al Kautsar Desa Kolam

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Abstract
Objectives: This study aimed to determine the effectiveness of the traditional Terompah game in increasing students' interest in physical activity at SD IT Al Kautsar Desa Kolam.
Materials and Methods: This study employed a quantitative approach with a sample of 14 students.
Results: The results showed that the traditional Terompah game could increase students' interest and involvement in physical activities. The Terompah game created a more active and enjoyable learning environment and encouraged cooperation among students.
Conclusions: The study involved 14 students who completed a questionnaire consisting of 2 items, with total scores ranging from 52 to 58, an overall score of 771, and an average of 55.07. The findings showed that interest was predominantly low (5 students; 35.71%), while enjoyment (6 students; 42.85%) and enthusiasm (8 students; 57.14%) were mostly high. Participation was dominated by the very high category (4 students; 28.57%), indicating good student involvement in traditional terompah games. Meanwhile, interest in the game was evenly distributed between the high and low categories, with 4 students each (28.57%), suggesting varied levels of student interest in participating in terompah activities.
Keywords: Traditional Terompah Game; Student Interest; Physical Activity; Physical Education; Elementary School.

Introduction

Physical activity is an essential component in supporting the growth and development of elementary school students in terms of physical fitness, motor skills, health, and social emotional development. Through sufficient physical activity, students can improve physical fitness, movement coordination, and develop healthy lifestyle habits from an early age. However, in recent years, students' interest in physical activity in elementary schools has tended to decline. This situation is influenced by various factors, including increased use of electronic devices, digital games, and physical education teaching methods that are less varied and engaging for students.

This condition is also evident among students at SD IT Al Kautsar, Desa Kolam, where some students demonstrate low interest in participating in physical activities during lessons. Students tend to become bored quickly, show less enthusiasm, and participate less actively in sports activities. If this condition persists, it may negatively affect students' physical fitness, motor skills, and interest in maintaining an active lifestyle in the future.

One alternative to increasing students' interest in physical activity is the use of traditional sports. Traditional sports have educational, recreational, and cultural values that can create an enjoyable learning environment. Furthermore, traditional games are generally simple, easy to understand, encourage cooperation, and promote healthy competition. These characteristics make traditional sports a potential and effective learning medium for increasing student participation in physical activities.

One traditional sport that can be introduced in elementary schools is the long clogs game (terompah panjang). This game requires movement coordination, balance, teamwork, and concentration. In addition to developing motor skills, the game also promotes togetherness, communication, and social interaction among students. As a group based

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activity, it is considered more engaging than monotonous physical exercises and therefore has the potential to increase students' interest and involvement in physical activities.

Based on these considerations, scientific research is needed to examine the effectiveness of traditional long clogs games in increasing elementary school students' interest in physical activity. This research is important to identify more innovative, enjoyable, and age appropriate physical education teaching methods. Furthermore, incorporating traditional games into physical education, sports, and health (PJOK) lessons supports the preservation of local cultural heritage, which is increasingly challenged by modernization. Schools play a strategic role in reintroducing traditional games to students as a means of developing character, togetherness, and national cultural identity. Through traditional sports, students can gain not only physical benefits but also meaningful and contextual learning experiences. This approach is expected to create more active, participatory, and enjoyable PJOK lessons for students at SD IT Al Kautsar, Desa Kolam.

On the other hand, scientific studies on the use of traditional sports as a physical education teaching strategy in elementary schools remain relatively limited, particularly those examining their influence on students' interest in physical activities. Therefore, this research is expected to provide empirical evidence regarding the effectiveness of traditional long clogs games as an innovative learning medium. The findings may serve as a reference for PJOK teachers in designing more varied learning activities and provide a foundation for developing traditional game based learning models in elementary schools.

Physical activity is an essential component of elementary school students' growth and development because it directly contributes to physical fitness, motor development, health, and character formation. During elementary school years, children are in a fundamental movement skills development phase; therefore, appropriate movement stimulation can have long term effects on their health and active lifestyles. Physical education in elementary schools is designed to establish active lifestyle habits while developing students' cognitive, affective, and psychomotor domains in a balanced manner.

The actual situation at SD IT Al Kautsar, Desa Kolam, indicates a problem related to the low enthusiasm of some students in participating in physical activities during PJOK lessons. Based on preliminary observations, physical education lessons are still dominated by conventional activities with limited variation. Consequently, some students demonstrate low interest and limited active involvement throughout the learning process. PJOK teachers face challenges in creating a learning environment that captures the attention of all students. However, the characteristics of elementary school students require active and enjoyable teaching approaches. A lack of innovation in selecting learning activities may reduce students' interest in physical activity.

Materials and Methods

Study Design

This study employed a quantitative approach to objectively examine the effect of traditional terompah games on students' interest in physical activity through numerical measurements and statistical analysis. A quasi experimental design was selected because it allows researchers to apply treatments and measure their effects without fully randomizing participants, making it suitable for school settings. The effectiveness of the treatment was evaluated by comparing students' conditions before and after the intervention using statistical tests, providing measurable empirical evidence of the impact of traditional terompah games on students' interest in physical activity.

Study Participants

The population in this study consisted of all 14 third grade students at SD IT Al Kautsar, Desa Kolam, who participated in Physical Education, Sports, and Health (PJOK)

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lessons. The sample also comprised all 14 students, selected using purposive sampling based on the research objectives and suitability for the traditional Terompah game based learning activities.

Study Organization

The research instrument used in this study was a questionnaire consisting of 22 positive statements designed to measure elementary students' interest in traditional terompah activities. The questionnaire covered five indicators: interest, enjoyment, enthusiasm, participation, and attraction to terompah games, using a four point Likert scale (Strongly Agree, Agree, Disagree, and Strongly Disagree).

Statistical Analysis

Descriptive statistical analysis was used to summarize students' interest in physical activities before and after the implementation of traditional terompah sports. Questionnaire data were analyzed using minimum, maximum, mean, standard deviation, frequency distribution, and percentage. Responses were scored on a four point Likert scale, ranging from strongly disagree (1) to strongly agree (4), and classified into five categories: very high, high, moderate, low, and very low. The percentage formula ($P = F/N \times 100\%$) was applied to determine response distributions. This analysis provided an overview of students' interest levels, response patterns, and changes following the implementation of traditional sports activities.

Results

1. Description of Research Implementation

The study was conducted at SD IT Al Kautsar, Kolam Village, on July 29, 2026, to determine students' interest in physical activity through traditional terompah sports. Using a quantitative approach, data were collected from 14 respondents through a 22-item questionnaire with scores ranging from 2 to 3. The responses were analyzed statistically by calculating each respondent's total score and testing instrument validity by comparing the calculated r-values with the r-table value of 0.4575 to determine the suitability of each questionnaire item.

Table 1. Results from the Student Appeal Questionnaire

No	Respondent	Total Score
1	Aira Putri Wijaya	54
2	Arkan Alfatih	56
3	Arkana Risky	52
4	Ananda Saqueena H	58
5	Aqila Azara	55
6	Aqila Rafa Dinara	57
7	Fadillah Amri	53
8	Fanny Arraisyah	54
9	M.Alfa Syahputra	56

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10	M.Luqman Arsyad	55
11	M.Raffa Tsaqif A	57
12	Reva Fatina	52
13	Rifky Ananda	58
14	Zahira Salsabila Nst	54
Amount		**771**

2. Descriptive Statistical Analysis

Descriptive analysis was conducted to provide an overview of students' perceived appeal of physical activity, based on the results of the questionnaire.

Table 2. Descriptive Statistics for Questionnaire Scores

Statistics	
N	14
Total Score	771
Mean	55,07
Median	55,00
Minimum	52
Maximum	58
Range	6

Based on Table 2, the total score obtained from 14 respondents is 771, with an average score of 55.07. The lowest score is 52, while the highest score is 58, resulting in a score range of 6.

The average score of 55.07 indicates that, overall, the scores provided by the respondents are relatively close to one another. This is evident from the fact that the difference between the lowest and highest scores is not very large. Consequently, based on the available data, the students' responses to the statements in the questionnaire exhibit a relatively uniform pattern.

3. Frequency Distribution of Respondent Scores

To provide a clearer overview of the questionnaire results, respondent scores can be presented in the form of a frequency distribution.

Table 3. Frequency Distribution of Questionnaire Scores

Score	**Frequency**	**Percentage**
52	2	14,29%
53	1	7,14%

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54	3	21,43%
55	2	14,29%
56	2	14,29%
57	2	14,29%
58	2	14,29%
Total	**14**	**100%**

Based on Table 3, the most frequent score obtained by the respondents is 54, achieved by 3 students (21.43%). Meanwhile, scores of 52, 55, 56, 57, and 58 were each obtained by 2 students, while a score of 53 was obtained by 1 student. These results indicate that the majority of the respondents' scores cluster around the mean value of 55.07. Consequently, the distribution of the respondents' scores is relatively concentrated.

The following table presents the distribution of each indicator interest, enjoyment, enthusiasm, participation, and engagement regarding the terompah (traditional wooden clog) game.

Table 4. Distribution of Interest Indicators

Category	Intervals	Frequency	Percentage
Very High	17-20	1	7,14%
High	13-16	4	28,57%
Moderate	9-12	1	7,14%
Low	5-8	5	35,71%
Very Low	0-4	3	21,42%
Amount		14	100%

Based on the results in the table for the Distribution of Interest Indicators above, the Objective factor falls into the following categories: 1 student (7.14%) in the very high category, 4 students (28.57%) in the high category, 1 student (7.14%) in the moderate category, 5 students (35.71%) in the low category, and 3 students (21.42%) in the very low category.

Table 5. Distribution of Pleasure Indicators

Category	Intervals	Frequency	Percentage
Very High	17-20	2	14,28%
High	13-16	6	42,85%
Moderate	9-12	2	14,28%

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Low	5-8	4	28,57%
Very Low	0-4	-	-
Amount		14	99,98%

Based on the results in the table for the Enjoyment Indicator distribution above, the Objective factor falls into the following categories: 2 students (14.28%) in the very high category, 6 students (42.85%) in the high category, 2 students (14.28%) in the medium category, 4 students (28.57%) in the low category, and 0 students in the very low category.

Table 6. Distribution of Enthusiasm Indicators

Category	Intervals	Frequency	Percentage
Very High	17-20	2	14,28%
High	13-16	8	57,14%
Moderate	9-12	1	7,14%
Low	5-8	1	7,14%
Very Low	0-4	2	14,28%
Amount		14	100%

Based on the results in the table for the distribution of enthusiasm indicators above, the objective factor falls into the following categories: very high for 2 students (14.28%), high for 8 students (57.14%), moderate for 1 student (7.14%), low for 1 student (7.14%), and very low for 2 students (14.28%).

Table 7. Distribution of Participation Indicators

Category	Intervals	Frequency	Percentage
Very High	17-20	4	28,57%
High	13-16	3	21,42%
Moderate	9-12	2	14,28%
Low	5-8	2	14,28%
Very Low	0-4	3	21,42%
Amount		14	100%

Based on the results presented in the table of Participation Indicator Distribution above, the Objective factor falls into the following categories: 4 students (28.57%) in the very high category, 3 students (21.42%) in the high category, 2 students (7.14%) in the moderate category, 2 students (14.28%) in the low category, and 3 students (21.42%) in the very low category.

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Table 8. Distribution table of indicators for interest in the terompah (traditional wooden sandal racing) game

Category	Intervals	Frequency	Percentage
Very High	17-20	3	21,42%
High	13-16	4	28,57%
Moderate	9-12	3	21,42%
Low	5-8	4	28,57%
Very Low	0-4	-	-
Amount		14	99,98%

Based on the results in the distribution table for indicators of interest in the *terompah* game above, the objective factor falls into the very high category for 3 students (21.42%), the high category for 4 students (28.57%), the medium category for 3 students (21.42%), the low category for 4 students (28.57%), and the very low category for 0 students.

Table 9. Recapitulation of Indicator Scores

No	Indicator	Highest Category	Frequency	Percentage
1	Interest	Low	5 Student	35,71%
2	Enjoyment	High	5 Student	42,85%
3	Enthusiasm	High	8 Student	57,14%
4	Participation	Very High	4 Student	28,57%
5	Attraction	Highs & Lows	4 Student	28,57%

The recapitulation in Table 9 provides an overview of the distribution of the highest achievement levels across the five indicators measured. The Enthusiasm indicator yielded the most notable results, with 57.14% of students falling into the High category. Meanwhile, most of the other indicators such as Enjoyment, Participation, and, to some extent, Engagement also showed a predominance in the High to Very High categories. The only indicator still dominated by the Low category is Interest (35.71%). Overall, while students' initial interest may be classified as low, their levels of enthusiasm, enjoyment, participation, and engagement throughout the learning activities fall into the very good category.

Discussion

The study on students' interest in physical activities involved 14 respondents using a questionnaire consisting of 22 statement items. The questionnaire results showed that students' total scores ranged from 52 to 58, with an average score of 55.07.

The differences in scores among respondents were relatively small. The highest score of 58 was obtained by R4 and R13, while the lowest score of 52 was obtained by R3 and R12. These results indicate that students' responses to the questionnaire were relatively consistent. Conceptually, incorporating the traditional terompah game into Physical

Education, Sports, and Health (PJOK) learning can provide students with different physical activity experiences. The game is performed in groups, requiring students to coordinate movements, maintain balance, follow step rhythms, and cooperate with teammates. These characteristics can create a more active learning environment and provide students with direct physical experiences.

From a PJOK learning perspective, activities presented in the form of games can create a more varied learning atmosphere compared to monotonous activities. Terompah also emphasizes teamwork because success depends not only on individual abilities but also on the coordination and cooperation of all group members. However, based on the currently available Excel data, it cannot yet be statistically concluded that the terompah game effectively increases students' interest, as the available data consist of only one set of questionnaire scores from 14 respondents. Therefore, if the research title retains the term effectiveness, pretest and posttest data are required to examine changes in scores after the treatment. Once both datasets are available, normality testing and a Paired Sample t Test can be conducted to determine whether the changes are statistically significant.

Conclusions

The study involved 14 students who completed a questionnaire consisting of 2 items, with total scores ranging from 52 to 58, an overall score of 771, and an average of 55.07. The findings showed that interest was predominantly low (5 students; 35.71%), while enjoyment (6 students; 42.85%) and enthusiasm (8 students; 57.14%) were mostly high. Participation was dominated by the very high category (4 students; 28.57%), indicating good student involvement in traditional terompah games. Meanwhile, interest in the game was evenly distributed between the high and low categories, with 4 students each (28.57%), suggesting varied levels of student interest in participating in terompah activities.

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Conflict of Interest

The authors declare no conflict of interest.

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