

Implementation Of Traditional Sports To Improve Students' Character In PJOK Learning At Mi Miftahul Mubtadiin Village Jarak

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Abstract

This research addresses the low cooperative and hard-work character among fourth- and fifth-grade students at MI Miftahul Mubtadiin, Jarak Village, marked by limited group participation, a tendency to play individually, and a tendency to give up when facing learning difficulties. This study aims to analyze the effect of implementing traditional sports in Physical Education, Sports, and Health (PJOK) learning on improving students' cooperative and hard-work character. The study used a quantitative pre-experimental approach with a One Group Pretest-Posttest Design, involving all 40 fourth- and fifth-grade students selected through saturated sampling. The instrument was a validated and reliable questionnaire measuring cooperative and hard-work character. Treatment was given over 16 sessions through four traditional sports: gobak sodor, clogs (bakiak), fortification (bentengan), and boy-boyan. Data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, and the Paired Sample t-Test. The results show that traditional sports implementation has a significant effect on improving students' cooperative and hard-work character, with a Paired Sample t-Test significance value (Sig. 2-tailed) of 0.001 for both variables ($p < 0.05$). Thus, traditional sports implementation is proven effective as an alternative PJOK learning strategy to strengthen students' cooperative and hard-work character in grades IV and V of MI Miftahul Mubtadiin, Jarak Village.

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1. INTRODUCTION

Physical Education, Sports, and Health (PJOK) is a subject that plays a crucial role in supporting the holistic development of students. Through various systematically designed physical activities, PJOK learning not only aims to improve motor skills but also serves as a means to instill character values. One of the character traits that needs to be developed from elementary school age is cooperation and hard work, as both play a crucial role in shaping students' social attitudes, responsibility, and ability to face various challenges during the learning process.

Technological developments bring changes to children's activity and behavior patterns. Increasing gadget use leads children to spend more time on individual activities, thus reducing opportunities for direct interaction with peers. This condition results in decreased physical activity and reduced learning experiences involving collaboration. Sauri et al. (2022) explain that excessive gadget use can encourage individualistic attitudes and reduce children's social interactions. Similarly, Ikawati & Yuniarti (2025) state that high-intensity gadget use can affect students' physical activity

and social skills. This phenomenon poses a challenge for physical education (PJOK) learning, which essentially emphasizes physical activity, social interaction, and character building.

This situation was also found at MI Miftahul Mubtadiin, Jarak Village. Initial identification results showed that the cooperative and hard-working character of fourth and fifth grade students still needed improvement. Some students still tended to play alone, were less active in participating in groups, and were not accustomed to involving friends when completing games. Furthermore, students were still found to give up easily when faced with difficulties and showed little commitment to participating in learning activities. This situation indicates that physical education (PJOK) learning requires strategies that can provide learning experiences that are not only enjoyable but also effective in shaping students' character.

One approach that can be applied is through the implementation of traditional sports. In addition to being part of the nation's cultural heritage, traditional sports have characteristics that encourage students to interact, cooperate, communicate, and strive to achieve common goals. Rianto & Yuliananingsih (2021) stated that traditional sports not only function as fun play activities, but also as a means to support children's overall development. Through various activities in traditional games, children can improve motor skills, strengthen social interactions, and develop character values, such as cooperation, hard work, and sportsmanship. These activities provide opportunities for students to learn to apply character values directly through playing experiences. Maryadi et al, (2025) stated that traditional sports contain social, moral, and cultural values that play a role in character formation. Meanwhile, Marlina (2021) explained that cooperation develops through the involvement of each individual in achieving common goals, while Wahyunianto (2019) stated that the character of hard work is shown through perseverance, never giving up, and being serious in completing a task.

Several studies have shown that traditional games can be used as a medium for character education. Maghfiroh (2020) concluded that traditional games contribute to the formation of various children's characters, including hard work. Mukhlisina et al. (2023) also stated that gobak sodor and boy-boyan games can strengthen character education in elementary schools. Research by Sulasmitha et al. (2025) showed that fortification games effectively increase the character of cooperation, while Saputra & Suyitno (2025) found that clogs have a positive impact on the development of students' cooperative character. However, these studies generally still examine one type of traditional game or only focus on one particular character. Research that integrates several traditional sports to simultaneously increase the character of cooperation and hard work is still relatively limited.

Based on these conditions, this study was conducted to analyze the effect of implementing traditional sports in Physical Education (PJOK) learning on improving the character of cooperation and hard work of students in grades IV and V of MI Miftahul Mubtadiin, Jarak Village. This study is expected to contribute to the development of PJOK learning that not only increases students' physical activity but also strengthens character education through the use of traditional sports as part of local culture.

2. METHOD

This study uses a quantitative approach with an experimental method to test the effect of implementing traditional sports on students' cooperative and hard-working character. The research design used was a pre-experimental design with a one-group pretest–posttest design. Through this

design, students were given initial measurements (pretest) before receiving treatment, and then the final measurement was carried out (posttest) after the entire learning series was completed. Comparison between the results of the pretest and posttest was used as a basis for knowing changes in student character after participating in traditional sports-based learning.

The research was conducted at MI Miftahul Mubtadiin, Jarak Village, involving fourth and fifth grade students as research subjects. Sample selection was carried out using a saturated sampling technique, namely, all members of the population were sampled because the population size was relatively limited, so that all students who met the research criteria were involved in the data collection process.

The treatment program lasted 16 sessions, twice a week. At each session, physical education (PJOK) instruction was integrated with various traditional sports, including gobak sodor, kukuak, Bentengan, and boy-boyan. These games were chosen because they provided opportunities for students to interact, complete tasks in groups, build communication, and cultivate a serious and resilient attitude throughout the learning process.

Research data were collected using a questionnaire that measured cooperative and hard-working characteristics. The instrument was developed based on the indicators for each research variable, and then validity was tested using the product-moment correlation technique between each item score and the total score, while reliability was tested using Cronbach's Alpha formula to measure the instrument's internal consistency, thereby ensuring that the instrument accurately and consistently measured the research variables. All data were obtained from the pretest and posttest. The data were analyzed using SPSS. The analysis phase began with a normality test using the Shapiro–Wilk method. After the data met the normality assumption, hypothesis testing was conducted using parametric statistics, namely a paired sample t-test, to determine whether the implementation of traditional sports affected the improvement of students' cooperative and hard-working character.

3. RESULTS AND DISCUSSION

The research began with a descriptive statistical analysis to determine the characteristics of students' cooperation and hard work before and after the implementation of traditional sports. A normality test was then conducted as a prerequisite for the analysis, followed by a hypothesis test using a paired samples of *t*-Test.

a. Descriptive Test

information	N	Minimum	maximum	Mean	Standard Deviation
Cooperative Character Pretest	40	54	66	59.65	2.723
Posttest of Cooperation Character	40	62	80	71.37	4.229
Hard Work Character Pretest	40	53	65	59.28	2.935
Hard Work Character Posttest	40	65	79	71.57	3.672

Based on Table 1, the results of the descriptive statistical analysis show an increase in the average value of both research variables. For the cooperative character, the average value increased from 59.65 at the time of the *pretest* to 71.37 at the time of the *posttest*. In addition, the minimum score increased from 54 to 62, while the maximum score increased from 66 to 80. Meanwhile, the

character of hard work also increased, with an average score of 59.28 in the *pretest* to 71.57 on the *posttest*. The minimum value increased from 53 to 65, while the maximum value increased from 65 to 79.

b. Normality Test

Data Level	Significance (Sig.)	Information
Cooperative Character Pretest	0,252	Normal
Posttest of Cooperation Character	0,643	Normal
Hard Work Character Pretest	0,642	Normal
Hard Work Character Posttest	0,371	Normal

The test results show that the significance values of the *pretest* and *posttest* of the character of each cooperation are as big as **0,252** and **0,643**, while the character of hard work is as big as **0,642** and **0,371**. All significance values are greater than 0.05, so the data are declared normally distributed and meet the requirements for analysis using parametric tests.

c. Hypothesis Testing

Variables	Mean difference	T	Say.(2-tailed)
Cooperative Character (pretest-posttest)	-11,725	-15,369	0,001
Hard Work Character (pretest-posttest)	-12,300	-16,410	0,001

Hypothesis testing is carried out using a Paired Sample *t*-Test to determine the effect of traditional sports implementation on the character of cooperation and hard work of students. The results of the analysis show that the character of cooperation obtained a value of $t = 15.369$ with a significance value of 0.001, while the character of hard work obtained a value of $t = 16.410$ with a significance value of 0.001. The significance value of both variables is less than 0.05, thus indicating that the implementation of traditional sports has a significant influence on improving the character of cooperation and hard work of students.

The improvement in cooperative character obtained in this study indicates that the implementation of traditional sports can create a learning environment that encourages students to interact and work together to achieve common goals. During the learning process, students not only focus on individual success but are also required to communicate, actively participate, and help each other in completing each game activity. The results of this study are in line with the findings of Aqobah et al. (2020), who explained that traditional games played in groups can foster cooperative behavior through communication, interaction, deliberation, and sharing ideas between players. These activities provide opportunities for students to apply the values of cooperation directly in learning situations.

The development of cooperative character in this study was also influenced by the characteristics of each traditional game used during the treatment process. In the clog game, students are required to coordinate their steps, maintain balance, and build coordination with group members to be able to reach the finish line together. Saputra & Suyitno, (2025) stated that the clog game can foster a cooperative character because students learn to prioritize group interests over personal interests. In addition, the gobak sodor game provides students with experience in developing strategies

and building effective communication in facing opponents (Sholikin et al., 2022). Meanwhile, the fort game trains students to carry out their respective roles and support each other in defending the group fort (Prasetio & Praramdana, 2020). In the boy-boyan game, students are required to build good coordination and communication so that the game's goals can be achieved together (Yuningsih et al., 2021). These various experiences show that traditional sports can be an effective learning medium in getting used to cooperative behavior through active, fun, and contextual activities.

In addition to enhancing the character of cooperation, the implementation of traditional sports also influences the development of students' hard work character. During learning, students are faced with various challenges that require them to keep trying, not give up easily, and continue to improve their playing style to achieve the game's goals. These experiences form the habit of remaining diligent and serious in completing each given activity. The findings of this study are in line with the opinion of Tullah et al. (2026), who stated that the character of hard work is reflected in an individual's never-give-up attitude, persistence, and sincerity in completing the tasks faced. Through traditional sports activities, students have the opportunity to develop these characters directly through real-life learning experiences.

This research finding is also supported by Maghfiroh (2020), who stated that traditional games play a crucial role in shaping children's character, one of which is hard work. Students' involvement in each game encourages them to persist in facing challenges, completing the game to the end, and persevering when faced with failure. This pattern is consistent with the concept of academic resilience, namely the ability of individuals to recover and adjust their strategies after experiencing failure, which is formed through repeated cycles of effort, failure, reflection, and improvement within traditional games. Each time students fail to complete a game challenge, they are required to evaluate the strategy they used and try a new approach on the next attempt. This process of evaluation and repeated trial gradually strengthens students' self-efficacy, namely the belief that consistent effort can produce improvement, so that hard-work character does not merely emerge as a spontaneous response to difficulty but develops into a more lasting learning habit. Therefore, the implementation of traditional sports not only benefits students' physical activity but also serves as an effective means of developing the characteristics of cooperation and hard work in physical education (PJOK).

4. CONCLUSION

The implementation of traditional sports in Physical Education (PJOK) learning has been proven to have a significant influence on improving the character of cooperation and hard work of students in grades IV and V of MI Miftahul Muhtadiin, Jarak Village. The results of the analysis showed an increase in character after students participated in learning that integrated the games of gobak sodor, clogs, fortifications, and boy-boyan. This finding was reinforced by the results of the Paired Sample t-Test, which showed a significance value of 0.001, which is smaller than the significance level of 0.05 ($p < 0.05$). Thus, the implementation of traditional sports can be used as an effective alternative to PJOK learning to develop the character of cooperation and hard work through active, collaborative, and local culture-based learning activities. These findings provide a theoretical contribution by reinforcing empirical evidence that the integrated implementation of traditional sports in PJOK learning can serve as an effective medium for developing both cooperative and hard-work

character simultaneously, an aspect that has received limited attention in previous studies. Practically, these findings can serve as an alternative for PJOK teachers in designing learning that is not only oriented toward improving motor skills but also toward strengthening character education through active, collaborative, and locally rooted learning activities. In addition, these findings can serve as a consideration for schools in developing traditional sports-based learning as part of character education strengthening, as well as a reference for future researchers examining the implementation of traditional sports in PJOK learning.

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