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Analysis Of Interest In Learning Physical And Social Sciences Through The Traditional Game Gobak Sodor Among Grade III And IV Students Of Elementary School Krenceng 3, Kediri Regency

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Abstract

Learning interest is one of the factors that influence students' success in following the learning process, especially in Physical Education, Sports, and Health (PJOK) subjects. Learning that is less varied often causes students to feel bored, resulting in low attention and participation during the learning process. One alternative learning method is the traditional game Gobak Sodor, which integrates physical activity, cooperation, sportsmanship, and a fun learning atmosphere. This study aims to describe the application of the traditional game Gobak Sodor in PJOK learning, determine the learning interests of students in grades III and IV, and identify supporting and inhibiting factors in its application at SDN Krenceng 3. The study used a qualitative descriptive approach with one PJOK teacher and 36 students consisting of 18 students in grades III and 18 students in grades IV as research subjects. Data collection techniques were carried out through observation, interviews, and documentation. Data analysis used the Miles and Huberman model, which includes data reduction, data presentation, and conclusion drawing. The results of the study indicate that the implementation of the traditional game Gobak Sodor can increase students' interest in learning, as demonstrated by increased attention, enthusiasm, active participation, cooperation, and enjoyment during physical education (PJOK) learning. Supporting factors include teacher creativity, student enthusiasm, and the availability of school facilities, while inhibiting factors include weather conditions, limited learning time, and differences in students' physical abilities. Thus, the traditional game Gobak Sodor can be an effective alternative for PJOK learning to increase elementary school students' interest in learning.

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1. INTRODUCTION

Education is a planned and systematic effort to develop the potential of students so that they have spiritual, intellectual, emotional, and social abilities and skills needed in community life. One of the subjects that plays a role in developing these abilities is Physical Education, Sports, and Health (PJOK). PJOK subjects not only aim to improve physical fitness, but also develop motor skills, thinking skills, sportsmanship, cooperation, discipline, and character building of students. Good motor skills are related to children's ability to perform various movement activities, both through games and sports. At the elementary school level, the development of motor skills can be observed through

locomotor, non-locomotor, and manipulative movement activities carried out by students in the learning process (Apriliawati, 2018).

The implementation of physical education (PJOK) learning in elementary schools still faces various obstacles. One frequently encountered problem is low student interest due to the use of a lack of varied learning methods. Teacher-centered learning with a lack of engaging activities can easily lead to student boredom, thus suboptimal engagement in the learning process. Physical education should provide an active, enjoyable learning experience that encourages students to participate optimally. Therefore, teachers are required to select learning models and media that are appropriate to student characteristics to optimally achieve learning objectives (Nawawi et al., 2023).

One alternative that can be implemented in physical education (PJOK) learning is the use of traditional games. Traditional games not only serve as a means of play, but also contain cultural, educational, social, and character values. Through traditional games, students can learn to cooperate, communicate, be honest, disciplined, and responsible, as well as develop physical and mental abilities. Furthermore, traditional games also serve as an effort to preserve local culture, which is starting to be abandoned by the younger generation due to the development of technology and digital games (Widodo & Lumintuarso, 2017).

One traditional game suitable for use in physical education (PJOK) is Gobak Sodor. This game is played by teams to block opponents from crossing a predetermined defensive line. In practice, Gobak Sodor requires students to work together, develop strategies, move quickly, maintain balance, and make accurate decisions. In addition to practicing basic motor skills, this game also develops the values of sportsmanship, honesty, responsibility, and cooperation among students (Listyaningrum, 2018).

Several previous studies have shown that traditional games have a positive impact on physical education (PJOK) learning. Apriliawati (2018) stated that traditional games can improve students' motor skills and learning activities. Widodo and Lumintuarso (2017) explained that traditional games contribute to character building while improving students' motor skills. Meanwhile, Nawawi et al. (2023) suggested that implementing the Gobak Sodor game can create a more active and enjoyable learning atmosphere and increase student participation in PJOK learning.

However, most previous research has focused on improving student learning outcomes, motor skills, or physical activity. Research examining student learning interests through a qualitative descriptive approach is still relatively limited.

Specifically, Aliriad et al. (2024) and Setyawan et al. (2025) quantitatively measured the effect of traditional games on motor skills and motivation using pre-experimental or quasi-experimental designs, which capture whether an effect exists but not how or why students subjectively experience increased interest, including the specific supporting and inhibiting factors that emerge from their lived classroom experience. This is precisely the gap the present study addresses: rather than measuring learning interest as a numerical outcome, this study qualitatively describes the process by which Gobak Sodor shapes learning interest and traces the contextual factors—from teacher creativity to weather conditions—that quantitative designs are not equipped to capture.

Therefore, this study was conducted to provide a more in-depth overview of how the implementation of the traditional game Gobak Sodor can increase student learning interest in physical education (PJOK) and to identify factors that support and hinder its implementation in elementary schools.

Based on the description, this study aims to describe the application of the traditional game Gobak Sodor in PJOK learning, analyze the learning interests of grade III and IV students of SDN Krenceng 3, and identify supporting factors and inhibiting factors in the implementation of this learning.

2. METHOD

This study employed a qualitative approach with a descriptive qualitative approach. This approach was chosen because the study aimed to provide an in-depth description of the implementation of the traditional game Gobak Sodor in Physical Education, Sports, and Health (PJOK) learning, student learning interests, and factors that support and hinder the learning process. The qualitative approach enabled researchers to obtain comprehensive information about the phenomena occurring in the field through direct interaction with the research subjects.

The research was conducted at SDN Krenceng 3, Kepung District, Kediri Regency, during the even semester of the 2025/2026 academic year. The research location was chosen because the school implemented the traditional game Gobak Sodor in its physical education (PJOK) learning, thus aligning with the research focus.

The research subjects consisted of 1 PJOK teacher and 36 students, including 18 students in grade III and 18 students in grade IV. The PJOK teacher was chosen as the main informant because he plays a role in designing and implementing learning, while students became informants to obtain information about their experiences and learning interests while participating in learning through the traditional game Gobak Sodor.

The PJOK teacher was selected as the key informant using purposive sampling, based on the criterion that he had directly designed and delivered the Gobak Sodor-based lessons observed in this study and therefore held first-hand knowledge of the planning process, implementation challenges, and observed changes in student engagement. For the student informants, a purposive subset of 12 students (6 from grade III and 6 from grade IV) was selected out of the 36 total students, using variation sampling to represent a mix of high-participation and low-participation students as identified during preliminary observation, so that the range of learning-interest experiences—not only the most enthusiastic responses—could be captured. The interview process itself was conducted individually in a quiet corner of the classroom or schoolyard outside active learning hours, each lasting approximately 10–15 minutes and guided by a semi-structured interview protocol covering five core themes: initial impressions of the Gobak Sodor activity, feelings of enjoyment, attention during play, active participation, and perceived obstacles. Interviews with the teacher lasted approximately 30 minutes and followed a separate protocol addressing lesson planning, implementation strategy, and perceived changes in student interest. All interviews were audio-recorded with informant consent and transcribed verbatim prior to analysis.

Data collection techniques included observation, interviews, and documentation. Observations were used to directly observe teacher and student activities during the learning process. Semi-structured interviews were conducted with the physical education teacher and several students to obtain information about the learning process, learning interests, and challenges encountered. Documentation was used as supporting data in the form of photographs of learning activities, learning materials, and other documents relevant to the research.

Data validity was achieved through source triangulation and technical triangulation. Source triangulation was conducted by comparing information obtained from teachers and students, while technical triangulation was conducted by comparing the results of observations, interviews, and documentation to ensure the data obtained was more valid and reliable.

Data analysis used the Miles and Huberman interactive model, which includes three stages: data reduction, data presentation, and conclusion drawing. Data reduction was performed by selecting and focusing on data relevant to the research objectives. The data was then presented in narrative form for ease of understanding. The final stage was drawing conclusions based on the analysis results, which were conducted continuously throughout the research process.

3. RESULTS AND DISCUSSION

This research was conducted at Krenceng 3 State Elementary School, Kepung District, Kediri Regency. The subjects of this research included PJOK subject teachers and students from grades 3 and 4. The PJOK teacher who was the main informant was Mrs. Ipung Wahyu Arahim, S.Pd., while the number of students who were the subjects of the research was 36 students, consisting of 18 grade 3 students with 7 male students and 11 female students and 18 grade 4 students with 6 male students and 12 female students.

Data collection was conducted through observation, questioning, and recording various relevant documents. Observations were conducted during the physical education (PJOK) learning process using the traditional game of gobak sodor. Interviews were conducted with the PJOK subject teacher and several students to obtain information about student interest in learning during the learning process. Documentation was used as supporting evidence in the form of images of teaching and learning activities and related school files.

Table 2.2 Research Subject Data

No	Research Subjects	Amount
1.	Physical Education Teacher	1 Person
2.	Grade 3 Students	18 Students
3.	4th Grade Students	18 Students
Amount		**37 People**

Based on observations, students appeared active and enthusiastic during the physical education (PJOK) learning process, which included the traditional game of gobak sodor. Most students demonstrated a high level of enjoyment, attention, and engagement in the learning activities.

Table 2.3 Results of Observations of Students' Learning Interests

No	Observed Aspects	Observation result
1.	Happy Feeling	Students look happy to follow the learning
2.	Interest	Students are interested in joining the gobak sodor game
3.	Attention	Students pay attention to the teacher's explanation
4..	Active Participation	Students are active in game activities
5.	Collaboration	Students can work together in groups
6.	Enthusiasm	Students show high enthusiasm

Interviews with physical education teachers showed that playing the traditional game of gobak sodor positively impacted students' learning interests. Teachers reported that students were more diligent, more easily guided, and more enthusiastic than when learning physical education through traditional

methods. Most students reported that learning physical education through gobak sodor was more enjoyable because it involved playing, preventing them from getting bored quickly.

Based on the results of observations, interviews, and document recordings that have been carried out, several research results were found as follows:

1. The traditional game of gobak sodor can increase students' interest in learning.
   Using the traditional game of gobak sodor in physical education (PJOK) can increase student engagement. This can be seen in increased attention, engagement, and a desire to follow the learning process through to completion.
2. Students Show High Enthusiasm
   Throughout the learning process, the students appeared enthusiastic and eager to participate in each play activity. They appeared happy and did not appear tired throughout the learning process.
3. Gobak Sodor Game Helps Students Work Better Together With Friends.
   Gobak Sodor is a game played by a group of students, requiring them to work collaboratively with their peers. Through this activity, students learn to communicate with others, plan appropriate strategies, and assist one another in achieving a common goal.
4. Gobak Sodor Game Makes the Learning Process More Fun.
   Learning physical education through playing the traditional game of gobak sodor creates a more engaging learning environment than traditional methods. Students feel happier and more engaged in the learning process.

   This study shows that playing the traditional game of gobak sodor can increase students' curiosity and enthusiasm for learning in physical education (PJOK). This strong interest in learning can be seen in students' enjoyment, attention, interest, and active participation during their learning.

   Examined more critically, this finding is consistent with but not identical to the quantitative evidence reported elsewhere. Setyawan et al. (2025) found a statistically significant increase in learning motivation after traditional-game-based PJOK intervention (Sig. = 0.02), while Aliriad et al. (2024) reported parallel gains in both motor skills and motivation. However, both studies measured interest or motivation as an aggregate post-intervention score, which cannot explain which specific behavioral components changed or why. The present qualitative data extend this literature by disaggregating learning interest into its observable components—enjoyment, attention, active participation, and collaboration—and showing that these components did not necessarily emerge simultaneously: attention and enjoyment were reported by both teacher and students as arising almost immediately at the start of the game, whereas active participation and sustained collaboration took longer to consolidate and were more dependent on the teacher's in-game facilitation. This distinction has not been clearly articulated in prior quantitative studies and offers a more scientifically grounded account of the mechanism, rather than only the outcome, of interest formation through traditional games. It also aligns with Mashuri's (2022) meta-analytic conclusion that traditional games reinforce character development most consistently when teachers actively scaffold the activity, rather than when the game is simply introduced as a standalone task.

   The findings of this study align with the theory of learning interest, which states that interest is reflected in a person's enjoyment, attention, and participation in an activity. In this study, students demonstrated a high level of learning interest because the learning material was presented in an engaging game format that suited the characteristics of elementary school students.

   The game of gobak sodor not only engages students in learning but also helps them collaborate better with one another. This is evident when students collaborate in groups, create game plans, and help each other achieve common goals. Learning through traditional games provides students with the opportunity to learn while playing, enriching the learning process.

   This study also supports previous research findings that suggest traditional games can increase students' enthusiasm for learning, curiosity, and participation in physical education

(PJOK). Therefore, the traditional game of gobak sodor could be a good learning option for increasing elementary school students' enthusiasm for learning.

4. CONCLUSION

Based on the results of research on the analysis of students' learning interests in PJOK learning through the traditional game of gobak sodor in grades 3 and 4 of Krenceng 3 Elementary School, it can be concluded that the traditional game of gobak sodor successfully increased students' learning interests in PJOK learning. This can be seen from the enthusiasm, attention, curiosity, and active participation of students during the teaching and learning process.

Students responded well to learning about physical education (PJOK) by playing the traditional game of gobak sodor. Learning presented in a game format made students more engaged, less bored, and more motivated to complete the learning activity.

Besides increasing student interest in learning, the traditional game of gobak sodor can also foster positive collaboration. By playing in groups, students learn to communicate, work collaboratively, and help each other achieve group goals. Therefore, the traditional game of gobak sodor can be an engaging and enjoyable physical education (PJOK) learning option for elementary school students.

This study also has several limitations that should be acknowledged. First, the research was conducted at a single elementary school with one PJOK teacher and one traditional game, so the findings cannot be generalized to other schools, teachers, or traditional games with different characteristics and implementation contexts. Second, as a qualitative descriptive study, learning interest was assessed through observation and interview rather than a standardized, validated measurement instrument, which means the reported increase in interest reflects informants' and researchers' interpretations rather than a quantifiable effect size. Third, the study did not include a comparison group taught through conventional methods, so the specific contribution of Gobak Sodor relative to other engaging teaching strategies cannot be isolated. For future research, it is recommended that subsequent studies employ a mixed-methods or quasi-experimental design with a comparison group to quantify the magnitude of the effect of Gobak Sodor on learning interest, extend the observation period to assess whether the increase in interest is sustained over a full semester rather than a limited number of sessions, and examine the applicability of this traditional game across schools with different socioeconomic and cultural backgrounds to test the transferability of the present findings.

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