

## Elementary School Students' Understanding Of Traditional Sports In Pelem Village, Campurdarat Subdistrict

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### Abstract

*Traditional sports are part of Indonesia's cultural heritage that is increasingly abandoned by children, particularly elementary school students, following a shift from traditional play toward technology-based games. In Pelem Village, Campurdarat Subdistrict, traditional sports are almost never practiced by elementary school students during Physical Education, Sports, and Health (PJOK) lessons. This study aimed to determine students' level of understanding of traditional sports, referring to the comprehension concept proposed by Kurniawan (2023), which covers the definition, purpose and benefits, and types of traditional sports and games. This descriptive quantitative study used a survey method. Data were collected through a Likert-scale questionnaire administered to 83 fourth-grade students from four public elementary schools in Pelem Village, supported by observation and interviews with PJOK teachers. Data were analyzed descriptively using SPSS and Microsoft Excel. The results showed that students' understanding of traditional sports fell into the very high category for 66.27% (55 students), high for 6.02% (5 students), moderate for 24.10% (20 students), low for 2.41% (2 students), and very low for 1.20% (1 student). It can be concluded that elementary school students in Pelem Village generally have a high level of understanding of traditional sports, although the teaching of traditional sports has not yet been optimally implemented in PJOK lessons, so an active role from teachers is needed to optimize it.*

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## 1. INTRODUCTION

Sport is an important part of human life that not only serves as a means of maintaining physical health but also plays a role in character building, improving the quality of human resources, and strengthening social relationships between individuals and between nations. Sport comprises all activities that integrate mind, body, and spirit systematically to encourage, foster, and develop physical, spiritual, social, and cultural potential (Law of the Republic of Indonesia Number 11 of 2022 concerning Sports). Physical education is a very important subject at the elementary school level because it is an integral part of education as a whole and plays a major role in supporting children's physical growth. According to Purwantoga et al. (2022), sport is an activity that involves the mobilization of physical and mental effort to improve the body's immunity so that it remains in good condition. Its main purpose is to optimize children's potential in various aspects such as physical, motor, and social skills. Besides formal sport activities, this development can also be supported through play activities such as traditional games, which help train students' agility. In line with this, Fatah et al. (2024) state that learning through traditional games is highly suitable to be implemented at every level of schooling.

Indonesia has enormous diversity encompassing culture, ethnicity, religion, language, and many other aspects. This diversity is a valuable asset for the nation, and cultural heritage is one form of wealth that must be preserved by the younger generation. Each region in Indonesia has its own unique culture, such as local languages, traditional clothing, distinctive foods, and traditional sports. In the current modern era, children who continue to preserve the nation's culture are increasingly rare, as technological advancement has a considerable impact on individual life and the surrounding environment. Although technology makes many human activities easier, excessive use of technology can also have negative effects on children, such as reduced social interaction with peers and a growing reluctance to engage in outdoor activities. Saputra et al. (2024) note that children who have become attached to modern games tend to be more passive in real life, preferring to stay at home playing games rather than interacting and playing together with friends. This trend underscores the urgency of the present study: if children's exposure to traditional sports continues to decline while empirical data on what they currently understand remains unavailable, schools and policymakers have no evidence base from which to design timely, targeted interventions before this cultural knowledge is further eroded across generations.

According to Agristina (2023), Deputy Head of the Agency for Ideology Development, data from the Indonesian Traditional Sports and Folk Games Committee show that there are around 2,600 traditional games in Indonesia. Beyond serving as entertainment, traditional games indirectly help maintain social relationships that build cooperation among community members. Physical education teachers also need a good understanding of traditional sports, from their types to how they are played, so that students in the modern era remain familiar with regional games that are no less exciting to play. A teacher's deep understanding of traditional sports is essential to the success of learning, since it involves not only knowledge of the variety of traditional games but also mastery of the rules, basic techniques, benefits, and values contained within them.

In Pelem Village, Campurdarat Subdistrict, traditional sports are almost never played by elementary school students, particularly during outdoor activities. This condition occurs because PJOK teachers have not fully introduced traditional sports to students, or because students do not yet understand how to play them. Learning of traditional sports is often suboptimal due to limited teacher creativity in designing or modifying the games, making them less comprehensible and less appealing to students. In fact, Pelem Village holds an annual traditional sports competition—such as sack races, terompah/bangkiak races, and tug-of-war—for children and adults to commemorate Indonesian Independence Day, yet elementary school-aged children often find it difficult to understand these games individually, which makes the games less attractive for them to play on their own.

Previous studies have examined students' understanding of traditional games in other regions. Charagosa et al. (2024) found that elementary school students' understanding of traditional games was generally in the moderate category, while Anggoro and Nurharsono (2023) found that fifth-grade students in Semarang City had a high level of knowledge of traditional games introduced through several types commonly taught in physical education. However, no study has yet examined the level of understanding of traditional sports among elementary school students specifically in Pelem Village, Campurdarat Subdistrict, a location where traditional games are still practiced in community events but have not been optimally integrated into PJOK learning. This gap constitutes the scientific novelty of the present study. Scientifically, this study contributes baseline empirical data on students' comprehension of traditional sports in a setting where community-based cultural practice and formal PJOK instruction have not yet been aligned,

offering PJOK teachers and curriculum developers concrete evidence of what students already know versus what remains unaddressed in the classroom, evidence that was previously unavailable for this specific community. Based on this background, the research problem can be formulated as follows: “What is the level of elementary school students' understanding of traditional sports in Pelem Village, Campurdarat Subdistrict?” Accordingly, this study aims to determine the extent of elementary school students' understanding of traditional sports in the four public elementary schools of Pelem Village, Campurdarat Subdistrict.

2. METHOD

This study used a descriptive quantitative design to determine the level of students' understanding of traditional sports in physical education learning at four public elementary schools in Pelem Village, Campurdarat Subdistrict, Tulungagung. According to Sukardi (2013), descriptive research is a research method that attempts to describe and interpret an object as it actually is. This research applied a survey method using a questionnaire and observation. Data obtained from the questionnaire were analyzed using descriptive statistical techniques and presented in the form of percentages.

The population in this study consisted of fourth-grade students from public elementary schools in Pelem Village, Campurdarat Subdistrict, totaling 83 students aged between 10 and 12 years, drawn from four schools: SDN 1 Pelem, SDN 2 Pelem, SDN 3 Pelem, and SDN 4 Pelem. This age group was selected because, according to Piaget's theory of cognitive development, children at this stage are in the concrete operational stage and are considered to have sufficient cognitive readiness to understand and describe traditional sports (Manasikana et al., 2025). In terms of gender, the population was fairly evenly distributed, comprising 42 male students (50.6%) and 41 female students (49.4%); the near-equal proportion across all four schools indicates that the resulting understanding scores are unlikely to be skewed by gender imbalance. In terms of age, all respondents fell within the 10-12-year range typical of fourth-grade enrollment in the Indonesian elementary school system, corresponding to the concrete operational stage described above and thus meeting the intended cognitive-readiness criterion for this study. The full distribution by school, including the gender composition and its percentage share, is presented in Table 1.

Table 1. Total Number of Fourth-Grade Students by School

| No | School      | Total | Male | Female |
|----|-------------|-------|------|--------|
| 1  | SDN 1 Pelem | 19    | 12   | 7      |
| 2  | SDN 2 Pelem | 21    | 9    | 12     |
| 3  | SDN 3 Pelem | 28    | 15   | 13     |
| 4  | SDN 4 Pelem | 15    | 6    | 9      |
|    | Total       | 83    | 42   | 41     |

The research procedure was carried out systematically in four sequential stages. In the preparation stage, the researchers obtained a research permit from the relevant village and school authorities, coordinated with the principals and PJOK teachers of the four schools, and developed and validated the research instrument (questionnaire and interview guide). In the instrument try-out stage, the questionnaire was piloted with respondents outside the main sample to test its validity and reliability, with items revised as necessary before use in the main data collection. In the data collection stage, the validated questionnaire was administered directly to all 83 fourth-grade students across the four schools under the supervision of the researchers and homeroom or

PJOK teachers, while semi-structured interviews with each school's PJOK teacher were conducted separately to gather contextual information on how traditional sports had actually been taught. In the data processing and analysis stage, completed questionnaires were checked for completeness, scored according to the positive/negative item scoring scheme, tabulated in Microsoft Excel, and analyzed descriptively using SPSS to determine the mean, median, mode, and standard deviation used for the categorization in Table 2.

Data were collected through two techniques: a questionnaire and observation. The questionnaire used a four-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree) consisting of 20 statement items covering three indicators of understanding: (1) the definition of traditional sports, (2) the purpose and benefits of traditional sports, and (3) the types of traditional sports and games, in accordance with the comprehension concept proposed by Kurniawan (2023). Positive items were scored 4, 3, 2, 1 while negative items were scored in reverse (1, 2, 3, 4). Observation was carried out through direct interviews with PJOK teachers at each school to obtain information on whether traditional sports had been taught, which types had been introduced, and how the learning was implemented.

The validity of the instrument was examined through expert judgment and the Pearson product-moment correlation coefficient calculated using SPSS (Arikunto, 2006). The reliability of the instrument was tested using the Cronbach's Alpha formula. The try-out results at the four schools produced Cronbach's Alpha coefficients ranging from 0.941 to 0.968, indicating that the instrument had excellent internal consistency and was reliable for use in data collection.

Data were analyzed descriptively to determine the level of students' and teachers' understanding of traditional sports in PJOK learning, processed using SPSS and Microsoft Excel 2019 (Sugiyono, 2018). Scores obtained were grouped into five categories—very high, high, moderate, low, and very low—following the categorization guidelines of Hasan (2021), as presented in Table 2, using the mean (M) and standard deviation (SD) of the obtained data.

**Table 2. Categorization Formula**

| Category  | Interval                       |
|-----------|--------------------------------|
| Very High | $X > M + 1.5SD$                |
| High      | $M + 0.5SD < X \leq M + 1.5SD$ |
| Moderate  | $M - 0.5SD < X \leq M + 0.5SD$ |
| Low       | $M - 1.5SD < X \leq M - 0.5SD$ |
| Very Low  | $X \leq M - 1.5SD$             |

### 3. RESULTS AND DISCUSSION

#### A. Overall Level of Understanding

Descriptive statistical analysis of the overall data on students' understanding of traditional sports in PJOK learning obtained a minimum score of 33, a maximum score of 80, a mean of 64.87, a median of 69, a mode of 72, and a standard deviation of 10.58, as shown in Table 3.

**Table 3. Descriptive Statistics of Students' Overall Level of Understanding**

| Statistic | Value |
|-----------|-------|
| N         | 83    |
| Mean      | 64.87 |
| Median    | 69.00 |
| Mode      | 72.00 |

| Statistic      | Value |
|----------------|-------|
| Std. Deviation | 10.58 |
| Minimum        | 33    |
| Maximum        | 80    |

Based on this descriptive data, the level of students' understanding was grouped into five categories using the formula in Table 2. The category distribution is presented in Table 4.

**Table 4. Category Distribution of Students' Overall Level of Understanding**

| Interval         | Category  | Frequency | Percentage |
|------------------|-----------|-----------|------------|
| $X > 65$         | Very High | 55        | 66.27%     |
| $55 < X \leq 65$ | High      | 5         | 6.02%      |
| $45 < X \leq 55$ | Moderate  | 20        | 24.10%     |
| $35 < X \leq 45$ | Low       | 2         | 2.41%      |
| $X \leq 35$      | Very Low  | 1         | 1.20%      |
| Total            |           | 83        | 100%       |

Table 4 shows that the majority of students (66.27%, 55 students) fell into the very high category, followed by the moderate category (24.10%, 20 students), the high category (6.02%, 5 students), the low category (2.41%, 2 students), and the very low category (1.20%, 1 student). These findings indicate that, on average, elementary school students in Pelem Village already have a strong understanding of traditional sports. To further clarify this distribution, Figure 1 presents the category breakdown visually.

**Figure 1. Distribution of Students' Overall Level of Understanding of Traditional Sports (N = 83)**

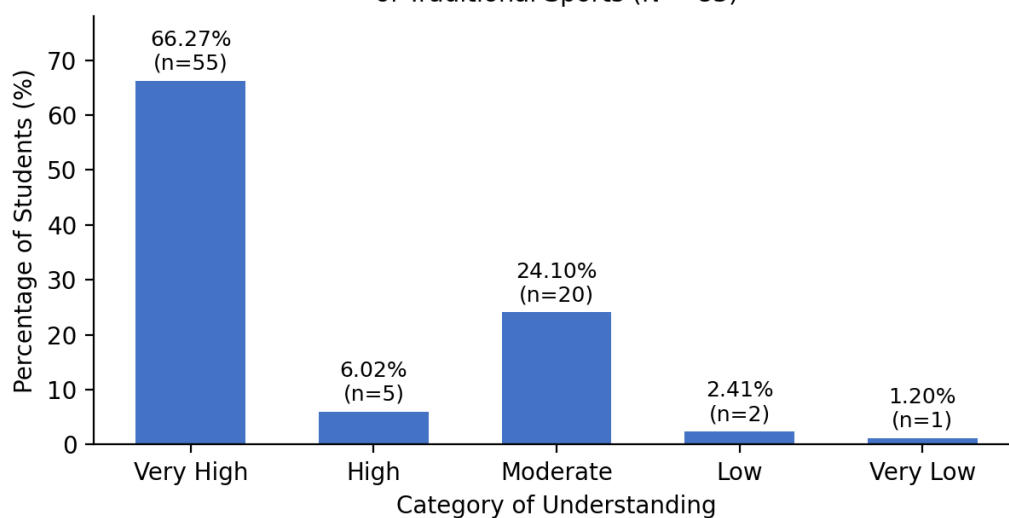


*Figure 1. Distribution of Students' Overall Level of Understanding of Traditional Sports (N = 83)*

#### B. Understanding of the Definition of Traditional Sports

For the definition indicator, the descriptive statistics obtained a minimum score of 9, a maximum score of 24, a mean of 19.30, a median of 20, a mode of 22, and a standard deviation of 3.43. The category distribution for this indicator is presented in Table 5.

**Table 5. Category Distribution – Understanding of the Definition of Traditional Sports**

| Interval               | Category  | Frequency | Percentage |
|------------------------|-----------|-----------|------------|
| $X > 24.45$            | Very High | 0         | 0.00%      |
| $21.02 < X \leq 24.45$ | High      | 28        | 33.73%     |
| $17.58 < X \leq 21.02$ | Moderate  | 31        | 37.35%     |
| $14.15 < X \leq 17.58$ | Low       | 15        | 18.07%     |
| $X \leq 14.15$         | Very Low  | 9         | 10.84%     |
| Total                  |           | 83        | 100%       |

The results show that students' understanding of the definition of traditional sports was mostly in the moderate category (37.35%, 31 students), followed by the high category (33.73%, 28 students), the very low category (10.84%, 9 students), and the low category (18.07%, 15 students), with no students falling into the very high category. Based on the mean score of 19.30, understanding of this indicator overall falls into the moderate category, suggesting that although most students recognize traditional sports as a cultural heritage, a considerable number still have difficulty distinguishing the precise definition of “traditional sport” from “traditional game.”

#### C. Understanding of the Purpose and Benefits of Traditional Sports

For the purpose and benefits indicator, the descriptive statistics obtained a minimum score of 8, a maximum score of 20, a mean of 16.18, a median of 17, a mode of 18, and a standard deviation of 2.89, as summarized in Table 6.

**Table 6. Category Distribution – Purpose and Benefits of Traditional Sports**

| Interval               | Category  | Frequency | Percentage |
|------------------------|-----------|-----------|------------|
| $X > 20.51$            | Very High | 0         | 0.00%      |
| $17.63 < X \leq 20.51$ | High      | 39        | 46.99%     |
| $14.74 < X \leq 17.63$ | Moderate  | 21        | 25.30%     |
| $11.85 < X \leq 14.74$ | Low       | 16        | 19.28%     |
| $X \leq 11.85$         | Very Low  | 7         | 8.43%      |
| Total                  |           | 83        | 100%       |

Most students (46.99%, 39 students) fell into the high category for this indicator, followed by the moderate category (25.30%, 21 students), the low category (19.28%, 16 students), and the very low category (8.43%, 7 students). With a mean score of 16.18, the overall level for this indicator falls into the moderate category, indicating that most students already recognize that traditional sports build character values such as cooperation, sportsmanship, and self-confidence, although this understanding has not yet fully reached the very high category.

#### D. Understanding of the Types of Traditional Sports and Games

For the third indicator, the descriptive statistics obtained a minimum score of 16, a maximum score of 36, a mean of 29.39, a median of 31, a mode of 32, and a standard deviation of 4.47, as shown in Table 7.

**Table 7. Category Distribution – Types of Traditional Sports and Games**

| Interval               | Category  | Frequency | Percentage |
|------------------------|-----------|-----------|------------|
| $X > 36.09$            | Very High | 0         | 0.00%      |
| $31.62 < X \leq 36.09$ | High      | 35        | 42.17%     |

| Interval               | Category | Frequency | Percentage |
|------------------------|----------|-----------|------------|
| $27.15 < X \leq 31.62$ | Moderate | 25        | 30.12%     |
| $22.69 < X \leq 27.15$ | Low      | 15        | 18.07%     |
| $X \leq 22.69$         | Very Low | 8         | 9.64%      |
| Total                  |          | 83        | 100%       |

The results show that most students (42.17%, 35 students) had a high level of understanding of the types of traditional sports and games, followed by the moderate category (30.12%, 25 students), the low category (18.07%, 15 students), and the very low category (9.64%, 8 students). With a mean score of 29.39, this indicator overall falls into the moderate category, indicating that students are reasonably familiar with common traditional games such as congklak/dakon, gobak sodor, terompah panjang/bangkiak, jump rope, and sack race, although their knowledge of the detailed rules of play remains uneven.

#### E. Observation and Interview Results

Observations conducted through direct interviews with PJOK teachers at each school revealed that the teaching of traditional sports has not been implemented comprehensively, as summarized in Table 8.

**Table 8. Interview Results with PJOK Teachers**

| School            | Observation Result                                |
|-------------------|---------------------------------------------------|
| SD Negeri 1 Pelem | Has previously implemented traditional sports     |
| SD Negeri 2 Pelem | Has never implemented traditional sports learning |
| SD Negeri 3 Pelem | Has never implemented traditional sports learning |
| SD Negeri 4 Pelem | Has never implemented traditional sports learning |

Teachers at SDN 2, 3, and 4 Pelem reported that traditional sports material had never been delivered in PJOK lessons, as learning activities were more focused on modern sports in line with the school curriculum. Meanwhile, the teacher at SDN 1 Pelem stated that several traditional games, such as gobak sodor, boy-boyan, and kasti, had previously been introduced to students, but only as filler activities during remaining lesson time rather than as a planned part of the PJOK curriculum. This indicates that traditional sports have not yet been established as a structured and sustainable part of PJOK learning in the schools studied.

#### F. Discussion

This study aimed to determine the level of understanding of traditional sports among elementary school students in Pelem Village, Campurdarat Subdistrict, examined through three indicators: the definition of traditional sports, the purpose and benefits of traditional sports, and the types of traditional sports and games. The overall results show that students' understanding fell predominantly into the very high category (66.27%), followed by moderate (24.10%), high (6.02%), low (2.41%), and very low (1.20%).

Students' understanding of traditional sports can be influenced by several factors, including exposure to mass media, personal experience, and the surrounding social environment, so that some students may only possess surface-level information rather than in-depth comprehension. It is also possible that during data collection some students discussed their answers with classmates despite being instructed to work independently, which may have affected score distribution.

Interestingly, although the overall level of understanding was found to be very high, the observation results show that traditional sports have not been taught as structured PJOK

material in three of the four schools studied. This finding is partly consistent with Fuadi et al. (2024), who found that although physical education teachers in Madrasah Ibtidaiyah in Tarokan District had good conceptual understanding of traditional games, implementation in actual learning remained suboptimal because teachers more frequently used modern sports material. It also aligns with Anggoro and Nurharsono (2023), who reported that students' knowledge of traditional games in Semarang City was in the high category, largely supported by community exposure to traditional games outside formal schooling, similar to the annual traditional games competitions held in Pelem Village during Independence Day celebrations. This suggests that students' understanding in the present study may be shaped more by informal cultural exposure within the community than by structured classroom instruction.

These results differ somewhat from Charagosa et al. (2024), who found that elementary school students' understanding of traditional games was predominantly in the moderate category. This difference may be attributed to variations in the cultural context between research locations; Pelem Village still actively holds traditional games competitions as part of community tradition, which likely contributes to students' relatively high level of understanding despite minimal classroom instruction.

Overall, these findings imply that while students already possess a good conceptual foundation regarding traditional sports—likely gained through family and community experience—schools and PJOK teachers have significant room to strengthen this understanding through structured, planned instruction. Optimizing the integration of traditional sports into the PJOK curriculum would not only reinforce students' cognitive understanding but could also translate that understanding into active participation and psychomotor skill development, thereby supporting the sustainable preservation of this cultural heritage.

This study also has several limitations. Some students had difficulty understanding the wording of negatively phrased statements in the questionnaire; some students discussed their answers with peers despite instructions to complete the questionnaire independently; and data collection was constrained by a limited time frame because it had to be scheduled during the students' semester break.

#### 4. CONCLUSION

Based on the results and discussion, it can be concluded that the level of fourth-grade students' understanding of traditional sports at four public elementary schools in Pelem Village, Campurdarat Subdistrict, falls predominantly into the very high category (66.27%, 55 students), followed by the moderate category (24.10%, 20 students), the high category (6.02%, 5 students), the low category (2.41%, 2 students), and the very low category (1.20%, 1 student). Although students' conceptual understanding of traditional sports is generally high, the implementation of traditional sports as structured material in PJOK learning has not been optimally carried out in most of the schools studied. This gap between students' already-strong conceptual understanding and the limited classroom implementation is the study's key finding, and it points to a specific, actionable priority: PJOK teachers in Pelem Village should focus on designing structured activities that translate students' existing conceptual knowledge, largely gained informally through community events, into active, planned participation and psychomotor practice within regular PJOK lessons, rather than continuing to rely on informal, community-based exposure alone. Building on this specific finding, subsequent research in this setting could usefully examine whether such structured integration measurably improves students' psychomotor performance in traditional sports, not merely their conceptual understanding.

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