

PERCEPTIONS OF SPORTS SCIENCE STUDENTS TOWARDS TRADITIONAL GAMES IN MAINTAINING THE NATION'S HERITAGE

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Abstract

This study aims to describe the perceptions of Sports Science Study Program students towards traditional games in an effort to maintain Indonesia's cultural heritage. The approach used is quantitative with descriptive research type. Data were collected through a closed questionnaire which was arranged based on three main indicators of perception, namely: knowledge about traditional games, attitudes towards the importance of traditional games as cultural heritage, and willingness to preserve them in the context of sports. The research sample consisted of 100 Sport Science undergraduate students at Indraprasta PGRI University Jakarta who were purposively selected. The results of descriptive data analysis showed that 80% of respondents had good knowledge of traditional games, 80% showed a positive attitude towards the educational and cultural value of traditional games, and 80% expressed a willingness to preserve them through learning and sports activities. These findings indicate that the majority of Sport Science students have a positive perception and readiness to play a role in the preservation of traditional games as part of the nation's cultural heritage.

Keywords: student perceptions, traditional games, cultural heritage, sports, preservation

1. INTRODUCTION

Indonesia is a country that is very rich in cultural heritage, one of which is traditional games. Traditional games not only function as a means of entertainment, but also have high educational, social and cultural values. Games such as gobak sodor, egrang, congklak, bentengan, engklek, and others have been part of the cultural identity of Indonesian society since ancient times. They contain philosophies, values of togetherness, sportsmanship, cooperation and high motor and social intelligence which indirectly also reflect the character of the nation.

However, in recent decades, the existence of traditional games has experienced a significant decline. People, especially the younger generation, tend to be more familiar with modern technology-based games such as video games, mobile games and other digital applications. The advancement of information technology does provide many benefits but also brings negative impacts in the context of local culture preservation. This phenomenon not only threatens the existence of traditional games but also raises concerns about the fading of the nation's cultural values. In the context of sports, traditional games actually have enormous potential to be developed as part of physical activity and character building. Traditional games involve active body movements, motor coordination and social interaction in accordance with the basic principles of physical education. Therefore, the integration of traditional games into the sports science curriculum is very important to maintain cultural heritage while improving the quality of learning based on local culture.

Students of the Sports Science study program as prospective educators, trainers, and academics in the field of sports have a strategic role in cultural preservation through physical activity and traditional games. Their perceptions of traditional games are an important aspect that needs to be examined, considering that perceptions can influence their attitudes, motivations and actions in implementing or even developing these games in the future.

According to the perception theory described by Gibson (1979), perception is the result of direct interaction of individuals with their environment. Perception is not only about what is seen or heard but also how a person gives meaning to a stimulus based on their experience, values and knowledge. In this context, students' perceptions of traditional games are very likely to be influenced by their educational background, playing experience and their understanding of the cultural values contained in them.

The theory of cultural preservation according to Hobsbawm & Ranger (1983) states that a tradition will continue to live if it is passed on and reproduced consciously by the next generation either through formal education, social practices, or cultural symbols. Therefore, involving students in the practice of traditional games can be a strategic effort in cultural reproduction.

Several previous studies have shown results that support the importance of preserving traditional games. Research by Andriani & Susanto (2021) found that traditional games have a major contribution in shaping children's character, such as cooperation, responsibility and sportsmanship. Meanwhile, research conducted by Wahyudi (2019) concluded that the integration of traditional games in physical education learning in elementary schools can increase student enthusiasm while reintroducing local cultures that are almost extinct.

Another study by Nugraha et al. (2020) examined the perceptions of sports teachers towards traditional games and found that most teachers had positive perceptions but claimed to have difficulty in implementing them due to limited references, time and facilities. This research signals that it is important to explore the perceptions of prospective sports personnel, in this case students as an initial step in developing curriculum policies and cultural preservation programs through sports. In addition, Sutisna and Prasetyo (2022) conducted research on the effectiveness of traditional extracurricular game programs in elementary schools. The results showed an increase in students' social involvement as well as a change in positive attitudes towards their own culture. They recommended traditional games as a form of character-based learning approach and national culture. Research by Putri and Mahardika (2021) examined the perceptions of Physical Education study program students towards the urgency of preserving traditional games. They found that the majority of students realize the importance of traditional games in the context of physical education, but still lack adequate training or learning related to this during college. Meanwhile, Yuliana et al. (2023) examined the implementation of traditional games on campus as part of sports learning practices. The results showed that students who were directly involved in the practice of traditional games had a better understanding of cultural values and had higher motivation in designing contextual and meaningful learning.

Based on this background, it is important to conduct research that specifically examines the perceptions of sports science students towards traditional games in the context of preserving Indonesia's cultural heritage. The results of this study are expected to provide an overview of the extent to which students understand, appreciate and desire to preserve traditional games as well as the basis for designing educational and practical programs in the field of sports based on local culture.

2. LITERATURE REVIEW

2.1. Traditional Games

Traditional games are part of local culture that have been passed down through generations and have educational, social and aesthetic values. These games develop in the context of a particular community and often do not require modern tools but rely on creativity, social interaction and basic motor skills. According to Hasibuan (2016), traditional games are play activities that originate from local culture, are passed down orally and contain educational, recreational and social elements. Meanwhile, the Ministry of Education and Culture of the Republic of Indonesia (2018) states that traditional games are a form of intangible cultural heritage that must be preserved because they reflect the identity and local wisdom of the community. Traditional games such as gobak sodor, bentengan, engklek, egrang and congklak are not only a means of entertainment, but also a medium for character building. Values such as cooperation, sportsmanship, leadership and discipline are contained therein. In terms of sports, these games have high physical activity value and can improve motor coordination and physical fitness.

2.2. Perception

Perception is a complex process by which individuals interpret sensory information based on their experiences, values and expectations. Gibson (1979) defines perception as a direct and active process that involves an individual's interaction with the surrounding environment. Perception is not only formed from sensing alone but also from personal interpretation and meaning.

According to Rakhmat (2008), perception is an experience of objects, events or relationships obtained by inferring information and interpreting messages. Perception can be influenced by internal factors such as motivation, attention, interest, past experience and personal values as well as external factors such as stimulus intensity, movement and socio-cultural background. In the context of this study, students' perceptions of traditional games include aspects of knowledge, attitudes and willingness to involve or preserve traditional games in learning activities or sports practices. Positive perceptions tend to encourage real actions such as the preservation or use of traditional games in the context of physical education.

2.3. Traditional Games in a Sports Perspective

Traditional games have an important role in physical education and motor skill development. Siedentop (1998) asserts that game activities that have fitness, social and cognitive values can be used as effective learning tools. Traditional games provide opportunities for students to learn while playing, develop teamwork, and improve physical abilities and social skills.

According to Sugiyanto (2015), traditional games are a form of physical activity that includes locomotor, non-locomotor and manipulative movements. Thus, these games are in accordance with the principles of learning in sports science. Furthermore, the application of traditional games in physical education learning can introduce local culture to students and foster a sense of love for the nation's cultural heritage.

At the higher education level, Sport Science students are expected not only to understand the technical and scientific aspects of sport but also to be able to integrate cultural aspects in sport practices including through traditional games. Therefore, their perceptions are an early indicator in seeing opportunities for the preservation of traditional games through education and training.

2.4. Cultural Heritage and its Preservation

Cultural heritage is any form of expression, practice or artifact that reflects the identity of a group or society. UNESCO (2003) states that intangible cultural heritage, including traditions, languages and folk games, has an important role in building the identity of a nation and maintaining the sustainability of ancestral values. Hobsbawm and Ranger (1983) in the theory of cultural preservation explain that a tradition will survive if it is consciously reproduced by the community, either through formal education, training, or daily practice. In this case, traditional games can be preserved by integrating them into the education curriculum, especially in physical education or sports. Preservation efforts require not only government policies but also the active involvement of the younger generation as cultural actors. Students, especially in the field of sports, have strategic potential to become agents of cultural preservation through learning, community service and the development of traditional game-based learning media.

3. METHODOLOGY

This research uses a quantitative approach with descriptive research. Descriptive research aims to describe the perceptions of Sports Science students towards traditional games in maintaining Indonesia's cultural heritage systematically, factually and accurately. This approach was chosen because it is suitable for measuring respondents' responses based on questionnaire instruments. The population in this study were all students of the Sport Science undergraduate study program at Indraprasta PGRI University Jakarta. The sample was selected using purposive sampling technique. Data were collected through a questionnaire or closed questionnaire which was prepared based on indicators from three aspects of perception, namely: students' knowledge about traditional games, students' attitudes towards the importance of traditional games as cultural heritage and students' willingness to preserve traditional games in the context of sports.

The data that has been collected is analyzed quantitatively descriptively using percentages (%) to determine the distribution of respondents' answers. The research instrument was a questionnaire with 3 main indicators: 1) Knowledge indicators include students' understanding of the types of traditional games, history, and values, 2) Attitude indicators reflect views and appreciation of traditional games as part of cultural heritage and 3) Willingness indicators include students' desire to involve traditional games in learning or sports activities.

4. RESEARCH RESULTS

This study aims to determine the perception of Sports Science students towards traditional games in maintaining Indonesia's cultural heritage. The aspects studied include: (1) Knowledge of traditional games, (2) Attitude towards traditional games, and (3) Willingness to preserve traditional games in the context of sports. The number of respondents in this study were 100 students from the Bachelor of Sport Science study program at Indraprasta PGRI University Jakarta.

4.1 Student Perceptions of Knowledge about Traditional Games

The results showed that out of 100 respondents, 45 people (45%) strongly agreed that they had sufficient knowledge about traditional games and 35 people (35%) agreed. This means that the majority of respondents (80%) have a positive perception of their knowledge of traditional games. However, there were still 15% who disagreed and 5% who strongly disagreed, which indicates that there is a small proportion of students who do not have adequate knowledge in this area.

4.2 Students' Attitudes towards Traditional Games

Students' attitudes towards traditional games also showed a positive trend. A total of 50% of respondents strongly agreed and 30% agreed that traditional games are important to preserve and have high educational and cultural benefits. This shows that 80% of students have a positive view of the existence and value of traditional games. Just like the previous aspect, 15% disagreed and 5% strongly disagreed.

4.3 Students' Willingness to Preserve Traditional Games

When asked about their willingness to preserve traditional games, either through teaching, training or community activities, 40% of students strongly agreed and 40% agreed. This shows that as many as 80% of students have a willingness to take an active role in the preservation of traditional games through the field of sports. Meanwhile, 15% still disagree and 5% strongly disagree.

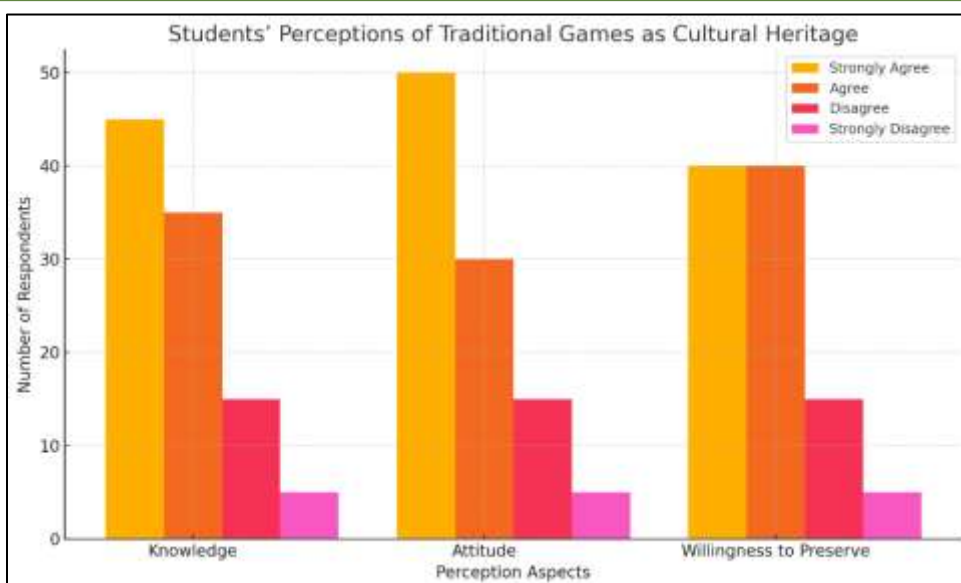


Image 1.1: Distribution of questionnaire results

5. CONCLUSION

Overall, the results of this study indicate that Sport Science students have a positive perception of traditional games in relation to the preservation of Indonesian culture. The majority of students not only have good knowledge and attitudes, but also show commitment to preserve the game. This is a great potential in the development of local culture-based sports learning and an indicator that the younger generation, especially sports students, still have concern for the nation's cultural heritage. These results are also in line with some previous research as stated by Wahyudi (2019) and Nugraha et al. (2020), that positive attitudes and perceptions of sports educators are very important in the sustainability of traditional games in the modern era.

6. SUGGESTIONS

Based on the findings and analysis in this study, the following suggestions are made: 1) For the government and policy makers, local and central governments through the Education Office and the Culture Office, are expected to formulate policies that support the preservation of traditional games in the educational environment including universities. Forms of support can be in the form of training, traditional game competitions or collaboration with cultural communities. 2) For cultural communities and practitioners, it is hoped that there will be closer collaboration between local cultural practitioners and educational institutions to revive traditional games through events, training or cultural campaigns in public and digital spaces.

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