

# Examination of Student Engagement in Traditional Games at SMP Negeri 6 Indralaya Utara in 2025

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## Abstrak

Penelitian ini bertujuan untuk mengetahui minat siswa terhadap permainan tradisional di SMP Negeri 6 Indralaya Utara. Metode yang digunakan adalah deskriptif kuantitatif dengan sampel 94 siswa kelas VIII yang dipilih menggunakan teknik sampling purposif. Instrumen penelitian berupa kuesioner dengan 16 pertanyaan yang mengukur empat indikator minat, yaitu perasaan senang, perhatian, minat, dan keterlibatan siswa. Data dianalisis menggunakan teknik persentase dan diklasifikasikan ke dalam tiga kategori: tinggi, sedang, dan rendah. Hasil menunjukkan bahwa 62% siswa memiliki minat tinggi terhadap permainan tradisional, 38% siswa memiliki minat cukup, dan tidak ada yang memiliki minat rendah. Temuan ini menunjukkan bahwa mayoritas siswa menunjukkan antusiasme tinggi terhadap permainan tradisional, sehingga kegiatan ini tetap relevan dan diminati di lingkungan sekolah. Penelitian ini memberikan implikasi bagi guru dan sekolah dalam merancang strategi pembelajaran dan kegiatan ekstrakurikuler yang mengintegrasikan permainan tradisional sebagai sarana pengembangan pendidikan fisik, sosial, dan karakter.

**Kata kunci:** Permainan Tradisional, Minat Siswa, Pendidikan Jasmani

## Abstract

Examination of Student Engagement in Traditional Games at SMP Negeri 6 Indralaya Utara in 2025 This study seeks to ascertain students' interest in traditional games at SMP Negeri 6 Indralaya Utara. The employed methodology was quantitative descriptive, utilizing a sample of 94 eighth-grade pupils obtained by purposive sampling. The research instrument consisted of a questionnaire including 16 questions that assessed four indicators: feelings of enjoyment, attention, curiosity, and student involvement. The data was examined employing percentage methodologies and categorized into three classifications: high, medium, and low. The findings indicated that 62% of pupils exhibited a strong interest in traditional games, 38% demonstrated a moderate interest, and none displayed a low interest. The data demonstrate that most students exhibit considerable excitement for traditional games, therefore affirming the activity's relevance and demand within the educational setting. This research offers insights for educators and institutions in formulating learning methodologies and extracurricular programs that incorporate traditional games to enhance physical, social, and character education development.

**Keywords:** Traditional Games, Student Interests, Physical Education

## 1. INTRODUCTION

Traditional games are a form of physical activity transmitted over generations, possessing significant educational value. According to Akar (2021), traditional games offer amusement while also fostering the development of motor abilities in youngsters, enhancing their coordination, balance, and strength through active physical engagement. Rahmawati (2020) asserts that traditional games play a crucial role in facilitating children's development by simultaneously stimulating cognitive, emotive, and psychomotor dimensions. Bateson (2019) asserts that play, encompassing conventional games, is essential for cognitive growth and social engagement. This substantiates the case for incorporating traditional games into education. Vygotsky (2020) asserts that "Play is fundamental to cognitive development, enabling the internalization of social and cognitive frameworks." This is associated with the

### History:

Received : 28 February 2026

Revised : 28 February 2026

Accepted : 1 March 2026

Published : 1 March 2026

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educational significance of traditional games, as the study indicates that they cultivate not only physical abilities but also social qualities, like teamwork, sportsmanship, and discipline. Consequently, traditional games merit preservation as an integral component of Indonesia's educational culture. Play, as a cultural endeavor, is fundamental to human development, functioning as a crucial channel for social connection, cognitive advancement, and education. The significance of play in forming cultural and social connections within society is paramount, hence warranting the incorporation of traditional games into educational curriculum (Huizinga, 2020).

Besides providing enjoyment, traditional games are also abundant in social, cultural, and character education qualities. By participating in traditional games, pupils not only relish physical activity but also acquire essential life qualities such as collaboration, tolerance, and sportsmanship. This aligns with the findings of Kurniawan & Prasetyo (2021), who highlighted that traditional games possess pedagogical values that cultivate discipline, accountability, and group solidarity. Ramdhana & Kurniawan (2022) assert that engaging, uncomplicated, and movement-rich traditional game learning patterns positively influence students' personality development, since they enable students to experience the success of their activities. Consequently, traditional games fulfill two functions: they work as physical exercises that enhance fitness and as a vehicle for character development. Highlights the significance of play in fostering healthy child development. Children participating in traditional games cultivate physical abilities as well as emotional and social capabilities (Ginsburg, 2020). In the contemporary period, traditional games are increasingly being supplanted by digital games that captivate a greater number of students. Technological advancements lead children to favor device-oriented games due to their practicality and interactivity. Fitriani (2022) asserts that the prevalence of digital games may diminish children's engagement with traditional games, leading to a transformation in play culture. The preservation of traditional games during globalization presents a significant problem for the educational sector.

among physical education, traditional games are highly pertinent for fostering physical fitness, motor abilities, and sportsmanship among pupils. Conventional gaming activities necessitate vigorous physical motions, hence enhancing pupils' physical fitness. Ningsih (2020) asserts that traditional games serve as an effective modality for enhancing pupils' motor coordination, speed, and agility through physical activity. Consequently, the use of traditional games in physical education can enhance the quality of students' physical health. Traditional games serve as a source of fun and are essential for the development of social skills in teenagers, promoting teamwork, communication, and problem-solving abilities (Bayraktar & Ustun, 2019). Children acquire the ability to embrace victories and defeats while adhering to the game's regulations. This aligns with the findings of Putri & Santoso (2021), which assert that traditional games can instill moral ideals and positive attitudes through healthy social interactions. Biehler & Snowman (2020) assert that participation in physical activities, including traditional games, promotes cognitive development, social relationships, and emotional well-being, underscoring the necessity of including these activities into educational frameworks. Consequently, traditional games serve a dual purpose: they function both as a medium for athletics and as a tool for character education. As the utilization of devices and social media escalates, pupils increasingly favor virtual games over conventional games. The digital landscape offers immediate entertainment, resulting in increased screen time for children.

Pradana's (2023) study indicates that extensive engagement with gadgets is associated with a

diminished interest in traditional gaming activities. Consequently, physical education instructors require a method to reintegrate traditional games into educational activities within schools. This study was performed in SMP Negeri 6 Indralaya Utara, involving a total of 94 students. The determination of the population and sample size is to enhance the accuracy of data regarding students' interest in traditional games. Arifin (2020) asserts that a proportional sample size is crucial in quantitative research to achieve results that accurately represent the population. This research aims to furnish empirical data regarding students' interests in the topic.

The study's results are anticipated to elucidate the extent of student interest in traditional games. This image is significant not only for physical education instructors but also for educational institutions in crafting activities that accommodate students' demands. Syahrul and Dewi (2021) assert that mapping students' interests is crucial for enhancing curriculum planning and extracurricular activities. Utilizing the acquired data, schools can identify optimal techniques for integrating traditional games into educational activities. This research also serves as the foundation for the establishment of educational programs and extracurricular activities centered on traditional games in schools. Traditional games serve as a vehicle for contextual learning, integrating cultural and physical education elements. Engagement in play, particularly through traditional games, has demonstrated a beneficial impact on memory retention and cognitive development, establishing a connection between physical activity and cerebral advancement, which is crucial for comprehensive educational progress (Anderson, 2020). According to Nugraha (2022), incorporating traditional games into classroom programs enhances student engagement while safeguarding local culture. Consequently, the findings of this study are anticipated to positively influence the advancement of culture-oriented physical education. Tang, K. N., & Khoo, A. (2021) assert that motivation and involvement in traditional play are crucial for enhancing cognitive and social abilities, akin to the growth seen in school activities that involve physical interaction, such as traditional games. This corresponds with the study's findings about student interest in traditional games, wherein student engagement and enjoyment were important measures of interest.

## **2. METHOD**

This study uses a quantitative descriptive method to provide a systematic picture of students' interest in traditional games. This method was chosen because it is able to present data in the form of numbers, which are then interpreted to understand the tendency of student responses, especially based on indicators of students' feelings of pleasure, attention, interest, and involvement (Arifin, 2020). Interest and motivation in school activities, including physical games, are critical to fostering student engagement and participation. This can be directly linked to how students perceive the value and enjoyment of the activities they engage in, such as traditional games (Kaptan, 2020). Based on Bomba and Haff (2020), the concept of periodization in training can be applied to the design of physical activities such as traditional games, helping in the progressive development of physical capabilities while keeping students engaged and challenged at different stages.

The population in this study is all students of SMP Negeri 6 Indralaya Utara, consisting of grades VII, VIII, and IX. However, the research sample was specifically determined only for grade VIII students, totaling 94 people, using purposive sampling techniques. This technique was chosen because grade VIII students were considered to be most in line with the purpose of the study, which is to describe students' interest in traditional games in the early adolescent

age group who already have a relatively stable level of physical and psychological development. In addition, grade VIII is also not in the initial adaptation stage like grade VII students and has not been fully focused on preparing for the final exam like grade IX students, so the response given is more objective. According to Sugiyono (2020), purposive sampling is a sample determination technique based on certain considerations that are relevant to the purpose of the research. Therefore, the selection of class VIII as a research sample is expected to produce valid, representative, and appropriate data in accordance with the context of the research conducted.

The instrument used in this study is a student interest questionnaire, which is compiled to measure the level of students' interest in traditional games. The use of a questionnaire is an effective method for gathering quantitative data on student interest (Ary et al., 2020). The questionnaire was designed based on four main indicators, namely: (1) feeling happy, which reflects the extent to which students feel joy when participating in traditional games; (2) attention, which shows the concentration and focus of students in following the game; (3) interest, which describes the student's internal drive to engage in traditional play over other activities; and (4) involvement, which assesses the extent to which students actively participate in the game activities. These four indicators were chosen because they are conceptually in accordance with the theory of learning interest put forward by Sardiman (2020), which states that interest can be seen from the affective, cognitive, and psychomotor aspects of a person towards an object. Subsequently, the questionnaire was arranged using the Likert scale. The scales used include: strongly agree (5), agree (4), hesitate (3), disagree (2), and strongly disagree (1). The selection of the Likert scale is based on its advantages in providing more detailed and varied data on students' attitudes and interests. According to Sugiyono (2021), the Likert scale is one of the most widely used instruments in social research and education because it is able to quantitatively measure a person's attitudes, opinions, and perceptions of certain phenomena.

**Table 1.** *Instrument Grille*

No	Indicator	Operational definition	Item (No)	Item shape
1	Feeling Happy (Affective)	Positive feelings (fun, enthusiasm) when playing traditional games	1, 2, 3, 4	Affirmative (Positive) statement
2	Attention (Cognitive)	Level of attention, cognitive interest, and curiosity towards aspects of traditional play (rules, variations, origins)	5, 6, 7, 8	Affirmative (Positive) statement
3	Interest (Preference / Motivation)	Preferences and motivations to choose/take the initiative to follow or invite traditional games	9, 10, 11, 12	Affirmative (Positive) statement
4	Engagement (Behavior/Participation)	Real participation rates, frequency, and readiness to allocate time to traditional	13, 14, 15*(R), 16	affirmative (Positive); 15–16 negative

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games (including the 16\*(R) (Reverse)  
opposite of media behavior)

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**Remarks:** (R) = reverse (negative) points, i.e. the score is reversed during processing (5=1, 4=2, 3=3, 2=4, 1=5).

#### Score Details & Interpretation

- Total Item Count: 16
- Score per item: 1–5
- Total minimum score: 16 (16 × 1)
- Total maximum score: 80 (16 × 5)

The questionnaire was validated by physical education experts before being used in the study to ensure the clarity of the questions and the relevance of the indicators, and tested on students outside the sample to assess its reliability and consistency. This step was taken so that the instrument was able to produce accurate and reliable data on students' interest in traditional games at SMP Negeri 6 Indralaya Utara.

In this study, the data obtained were analyzed using the percentage technique of the total score obtained by the respondents. Each respondent answered 16 questions with a maximum score of 80 and a minimum score of 16. The score results are then classified into three categories, namely high, medium, and low. To define a category, first calculate the class interval with the formula:

$$\text{Interval} = \frac{\text{Maximum Score} - \text{Minimum Score}}{\text{Number of Categories}}$$

$$\text{Interval} = \frac{80 - 16}{3} = 21.33$$

**Figure 1.** Formula for Determining the Class Interval of Students' Interest Scores

Based on these calculations, the classification of values is as follows:

- High: 62 – 80
- Moderate: 41 – 61
- Low: 16 – 40

With this classification technique, researchers can systematically group the level of interest or response of students, making it easier to interpret data and draw research conclusions.

### 3. RESULT AND DISCUSSION

#### *Result*

SMP Negeri 6 Indralaya Utara is one of the junior high schools located in the North Indralaya area, Ogan Ilir Regency, South Sumatra Province. This school is in a strategic location so that it is easily accessible to students from various surrounding areas. The sports facilities at SMP Negeri 6 Indralaya Utara are quite adequate and support sports activities. The fields owned by this school include futsal courts, volleyball courts, basketball courts, and badminton courts.

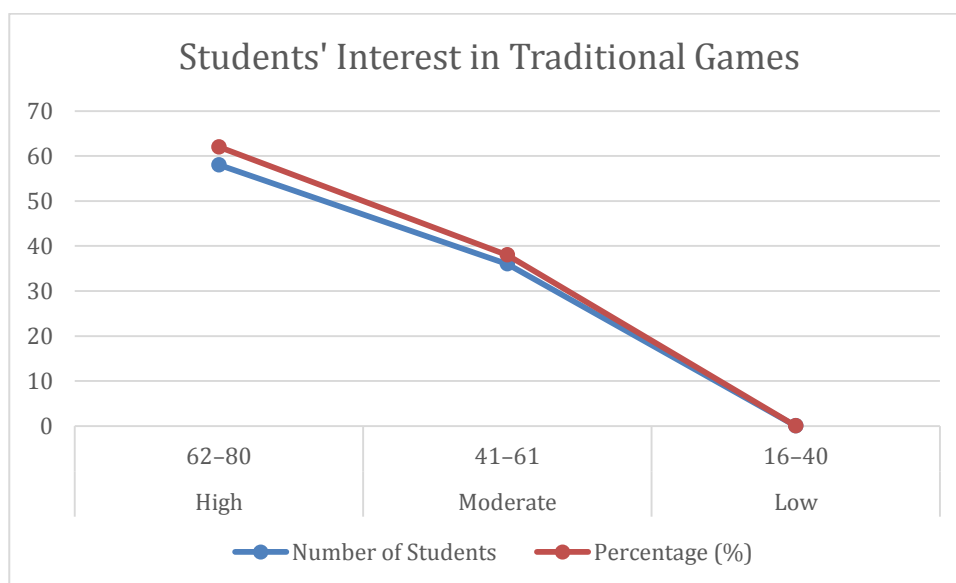
With adequate sports facilities and a school environment that supports physical activities, SMP Negeri 6 Indralaya Utara is an ideal place to research students' interest in various types of games, including traditional games.

Based on data obtained from 94 respondents of SMP Negeri 6 Indralaya Utara, students' interest in traditional games is categorized into two levels, namely adequate and high. The results of the analysis showed that 38% of students had enough interest in traditional games, while 62% of students had a high interest. This percentage distribution indicates that most students show a high interest in traditional games, so traditional games are still one of the activities that students in this school are interested in. The results of the study can be seen in the table below:

**Table 2.** *Distribution of the Frequency of Students' Interest in Traditional Games*

Categories of Interest	Value Range	Number of Students (f)	Percentage (%)
High	62 – 80	58	62
Moderate	41 – 61	36	38
Low	16 - 40	0	0
Total	–	94	100

The graphical representation is shown in Figure 1. These results show that although a small percentage of students have moderate interest, the majority of students tend to be interested and enthusiastic about traditional game activities.



**Figure 2.** *Student Interest Category Diagram for Traditional Games*

The results showed that most of the students of SMP Negeri 6 Indralaya Utara had a high interest in traditional games, which was 62%, while 38% of students had enough interest. In

the words of Bakir & Kayhan (2020), interest and participation in traditional games among middle school students are strongly influenced by their engagement and the enjoyment they derive from these activities. According to Santrock (2019), the engagement of students in physical education activities, such as traditional games, is influenced by their intrinsic motivation, which is often driven by their interests and the enjoyment they derive from these activities. In this regard, traditional games are not only a form of physical activity but also provide emotional and social benefits that align with the developmental needs of students. According to Rogers (2020), student choice and engagement in play contexts contribute significantly to their learning outcomes. When students are allowed to engage in activities they find interesting, like traditional games, it enhances their overall educational experience. This indicates that even though the digital era is growing, traditional games still attract students' attention and are considered relevant as physical activities and means of character development. Traditional play holds substantial educational value, particularly in developing social competencies, fostering collaboration, and strengthening students' emotional regulation (Chiodo & Butler, 2019). Children's peer relations and social competence are enhanced through play, which facilitates both social interaction and the development of necessary life skills, such as cooperation and conflict resolution, which are also prominent features in traditional games (Ladd, 2019). Teaching traditional games in schools can provide valuable opportunities for students to connect with cultural practices while simultaneously improving their physical skills and fostering social values like teamwork and respect (Li & Harmer, 2020). According to Sarason (2021), interest and engagement in learning environments are shaped by various factors, including the student's emotional investment and the relevance of the activity. In the context of physical education, traditional games hold significant value by fostering both social interaction and physical fitness.

The high interest of students can be caused by several factors. First, a conducive school environment with adequate sports facilities, such as futsal, volleyball, basketball, and badminton courts, supports the implementation of traditional games. Second, the introduction of traditional games through physical and extracurricular learning activities provides opportunities for students to participate actively, learn to work together, and develop motor skills. Emotional intelligence, fostered through interactive activities like traditional games, is crucial for effective socialization and peer relationships among children, as it enables them to manage their emotions better and understand others' perspectives (Goleman, 2020). According to Fredrick, Blumenfeld, & Paris (2021), student engagement in activities like traditional games can lead to enhanced learning experiences, particularly when these activities allow for active participation and emotional involvement.

According to Al-Hazmi (2020), motivation plays a significant role in students' engagement in play-based learning, and incorporating traditional games can enhance their interest, improve their participation, and foster a deeper connection to the educational content. Although some students have enough interest, this shows the need for further strategies from teachers to increase student motivation and interest. Teachers can introduce variations of traditional games, relate them to the local culture, and devise activities that are fun and challenging. This effort is expected to increase student engagement, reduce the dominance of digital games, and preserve traditional play culture among the younger generation. Thus, this study emphasizes the importance of integrating traditional games in physical learning and extracurricular activities as a means of education that combines physical, social, and cultural aspects.

#### 4. CONCLUSION

Based on the research findings, it can be concluded that students at SMP Negeri 6 Indralaya Utara demonstrate a predominantly high level of interest in traditional games, with 62% of respondents categorized as having high interest and 38% showing sufficient interest, while none were classified as having low interest. This indicates that traditional games remain relevant and appealing as forms of physical activity and as effective media for character development, particularly in fostering values such as cooperation, respect, and cultural awareness. The implication of these findings is that teachers and schools have a strong foundation to integrate traditional games into PJOK learning and extracurricular programs as a strategy to enhance student engagement, promote physical fitness, and preserve local cultural heritage. Furthermore, schools should ensure supportive environments, adequate facilities, and structured opportunities for students to participate in traditional games to sustain and increase their interest. For future research, it is recommended to explore the effectiveness of traditional games in improving specific educational outcomes, such as physical fitness, social skills, and character development, as well as to examine the role of teachers' instructional strategies and curriculum integration in strengthening students' long-term engagement with traditional games across different educational levels and regions.

#### 5. ACKNOWLEDGEMENT

The researcher expressed his deepest gratitude to SMP Negeri 6 Indralaya Utara for the permission and cooperation that have been given so that this research can be carried out properly. Thank you were also conveyed to all students who were willing to be respondents in this study. In addition, the author expresses his appreciation to the University of PGRI Palembang, especially the Master of Physical Education Study Program, for the guidance, support, and academic facilities provided during the research process and preparation of this article. Support from the university is very helpful in supporting the smooth running of research and fulfilling the necessary academic standards.

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