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ANALYSIS OF THE SAGI TRADITIONAL BOXING TRADITION OF THE LIBUNIO COMMUNITY IN SOA DISTRICT AS A MEANS OF CHARACTER EDUCATION IN PHYSICAL EDUCATION LEARNING AT SCHOOLS

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Abstract

This research aims to analyze the traditional Sagi boxing tradition in the Libunio community, Soa District, as a means of character education in physical education learning at schools. The traditional Sagi boxing is an essential part of the cultural heritage of the Libunio community, passed down from generation to generation. In the Sagi traditional boxing ceremony, there are many systems and rules that must be followed by the indigenous people of Libunio, Soa District, Ngada Regency. This ceremony also has several stages or implementation processes that demonstrate the importance of culture as a foundation in preserving local wisdom. This tradition is built based on the needs of the community, considering activities that have been fostered from generation to generation. This research is urgent due to the need to revive and utilize the Sagi traditional boxing tradition as a means of character education in schools. Character education is increasingly necessary to face the complex moral and social challenges in society. Through the integration of character values in the Sagi traditional boxing tradition, such as discipline, courage, honesty, strong determination, respect for opponents, and mutual respect, it is expected to positively contribute to the development of students' character through physical education learning in schools. The research method used is a qualitative approach with observation, interview, and document analysis techniques. Observations were conducted to understand the practice of Sagi traditional boxing directly, while interviews were conducted with community leaders and education experts to gain a deep understanding. Document analysis was carried out on literature related to the Sagi traditional boxing tradition and character education. Based on the observation results, the Sagi traditional boxing in Libunio Village shows discipline, courage, honesty, strong determination, respect for opponents, and mutual respect, so this research can serve as a reference for implementing character education in schools that apply the Sagi traditional boxing tradition.

Keywords: Traditional Boxing; Learning; Physical Education; Character Education


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INTRODUCTION

Human life is never separate from culture. Elements of culture directly influence individuals. Culture can serve as a guide for human life and a tool to

meet their needs. The cultural elements that develop in society are learned by individuals so they become part of themselves and can survive. The process of learning cultural elements begins in childhood and shapes different personalities among individuals and groups. Traditional games are activities that grow and develop in specific regions, rich in cultural values and life values (Wani: 2022). Physical education does not only teach physical movement but also plays an important role in shaping students' character (Rahmat, 2016; Armstrong & Clements, 2013; Capiro, Conway, & Zyphur, 2015; Tomporowski, Mc Cullick & Pesce, 2015). In the midst of modernization, traditional customs are often marginalized, and the potential for character education from these traditions is overlooked (Lam & Berkowitz, 2018; Amutabi, 2015; Kennedy & Fairbrother, 2016). This research will analyze the Sagi traditional boxing tradition in the Libunio community as a means of character education in physical education learning at schools. Physical education, as an important component of education, plays a strategic role in shaping students' character (Kilpatrick, Hastie & Sinelnikov, 2015; Kirk & Macdonald, 2018; Block & Jacobs, 2018). However, the lack of integration of character values in physical education learning often becomes a challenge that needs to be addressed (Priebe, Curtner-Smith, & Richards, 2020; Chiang & Cheng, 2019; Rink, Hall & Williams). On the other hand, cultural heritage and local traditions have great potential as sources of valuable character values (Miguel, Menezes & Martins, 2021; Dentith & Smith, 2019; Lorenz, Donald & Tupper, 2017).

According to Zahrawati B, 2018, multiculturalism generally refers to an area with diversity. The creation of multiculturalism is inseparable from the synchronization of different cultures in an area. These differences build relationships between individuals and groups with their respective cultures, different ways of life, and unique characteristics (Sulaiman, 2020). Such conditions can be found in various multicultural countries around the world, including Indonesia.

The Libunio community in Soa District, Ngada Regency, East Nusa Tenggara, has a Sagi traditional boxing tradition passed down from generation to generation. Sagi traditional boxing is not just a sport but also contains values such as discipline, courage, honesty, and cooperation. However, in the modern era, this tradition is often marginalized and not optimally utilized in students' character education (Muhaimin, 2001). Aslan & Yunaldi, 2018, define culture as thoughts, customs, and something that has developed, becoming habits that are difficult to change. In everyday usage, people often synonymize culture with tradition. In this context, tradition is understood as visible community habits (Indonesian Dictionary, 2005). Jerald G and Robert state that culture is not just surface behavior but is deeply implanted within each of us. The achievement of character education goals can be seen from good knowledge or behavior, especially in promoting virtues as valued qualities in various social environments. Meanwhile, habits are considered tendencies or behavioral patterns frequently repeated, formed through individual experience or learning. Character, in this context, is a distinctive attribute of individuals reflecting their moral behavior or condition. Good character demonstrates an understanding of what is right, love for what is good, and doing good deeds. Social behavioral norms also play an important role, internalized through ongoing processes and enforced through the threat or imposition of sanctions (Sudrajat, 2011).

METHOD

The research will begin with direct observation of the practice of sagi traditional boxing in the libunio community. This observation will focus on studying values such as discipline, courage, honesty, strong determination, respect for opponents, and mutual respect to identify character values that may be contained in the tradition. After successfully identifying these character values, the next step will involve in-depth interviews with community leaders in libunio, soa district, who have knowledge and experience about the sagi traditional boxing tradition. The purpose of these interviews is to gain a deeper understanding of

how these character values are applied in daily life and their potential as tools for character education in the school environment. Additionally, document analysis will be conducted on literature relevant to the sagi traditional boxing tradition and character education. Based on the identification and analysis results, the research will continue by developing a physical education learning model integrated with character values from the sagi traditional boxing tradition. This model will be designed to facilitate active, interactive, and enjoyable learning to enhance the development of students' character. The final result of this research will be a physical education learning model integrated with character values from the sagi traditional boxing tradition. Indicators of the research's success will include the number of character values identified and integrated into the learning model, the level of student satisfaction and engagement in learning, and positive responses from relevant parties toward the developed learning model.

RESULT AND DISCUSSION

Based on the research findings, several character education values contained in the Sagi traditional boxing tradition were identified, including:

Courage and Resilience: Participants in Sagi traditional boxing must possess physical and mental courage and resilience. This teaches students to be individuals who face challenges bravely and do not give up easily.

Physical Courage: Participants must be brave enough to face pain and physical discomfort during the match. This courage reflects an attitude of not fearing physical challenges, which can be instilled in physical education learning.

Mental Resilience: Besides physical courage, participants are also required to have mental resilience to stay focused and not give up easily. This value is crucial for students' character development in facing various academic and non-academic challenges.

Sportsmanship and Fair Play: In the matches, participants are required to play sportively and respect their opponents. This value is important to instill in students so they always uphold honesty and fairness in competitions.

Respect for Opponents: The tradition teaches the importance of respecting opponents,

whether in victory or defeat. This attitude encourages students to uphold the values of sportsmanship and fair play in every competition. Honesty in Competition: The matches must be honest without cheating. This teaches students the importance of integrity in every activity. Cooperation and Solidarity: Although competing,

participants also learn to cooperate and show solidarity towards each other. This can be implemented in physical education learning through activities that encourage teamwork. Teamwork: Despite the competitive nature, there is an element of cooperation where the community supports and trains the participants. This can be applied in physical education activities that encourage teamwork and mutual support. Social Solidarity: The tradition strengthens solidarity among the community, which can be adapted in learning to enhance a sense of togetherness and care among students. Discipline and Responsibility: Participants in Sagi traditional boxing must follow the established rules and be responsible for their actions. This value is very relevant for physical education learning in schools, where students are taught the importance of discipline and responsibility. Adherence to Rules: Participants must comply with the rules set by the committee and community leaders. This teaches students about the importance of discipline in following rules and regulations. Personal Responsibility: Each participant is responsible for their actions in the ring. This teaches students to be accountable for every action and decision they make.

The values contained in the Sagi traditional boxing tradition can be integrated into physical education learning in various ways, including: Local Wisdom-Based Curriculum: Developing 1) a curriculum that accommodates local traditions and cultures, such as Sagi traditional boxing, so that students can learn from real and contextual experiences. 2) Varied Learning Activities: Designing varied learning activities that involve elements of the traditional boxing tradition, such as simulation games, group discussions, and collaborative projects. 3) Providing Examples and Role Models: Teachers can provide examples and role

models from the values contained in the Sagi traditional boxing, as well as invite community leaders to share their experiences and knowledge with students. 4) Character-Based Assessment: Using assessment methods that not only evaluate students' physical abilities but also aspects of character such as sportsmanship, cooperation, and responsibility

CONCLUSION

The Sagi traditional boxing tradition in the Libunio community, Soa District, has great potential as a means of character education in physical education learning at schools. Values such as courage, sportsmanship, cooperation, and discipline contained in this tradition can be integrated into the physical education curriculum to develop students' character holistically. Thus, the Sagi traditional boxing tradition not only remains a preserved cultural heritage but also becomes a meaningful source of inspiration and learning for the younger generation, while simultaneously preserving and sustaining the cultural heritage.

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