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STUDENTS' INTEREST IN THE TRADITIONAL GAME MATERIAL OF GOBAK SODOR AND BENTENGAN

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Abstract

This study aims to determine the level of student interest in the traditional games of Gobak Sodor and Bentengan at SMP Muhammadiyah 1 Temanggung. The background of this study is based on the decreasing interest of students in traditional games due to technological developments and the increasing popularity of online games. Traditional games have important educational values, such as training agility, cooperation, physical fitness, and instilling cultural values. This study used a quantitative descriptive method with a survey technique. The study population was all seventh grade students, with a sample of 30 seventh grade students of Andalusia selected using a convenience sampling technique. Data collection used a Likert-scale questionnaire that had undergone validity and reliability tests. The results showed that student interest in traditional games was relatively positive, which was influenced by intrinsic factors such as interest, attention, and behavior, as well as extrinsic factors such as facilities and the role of teachers. Although some students were not familiar with Gobak Sodor and Bentengan, learning accompanied by direct practice was able to increase their interest in traditional games. This study emphasizes the importance of preserving traditional games through physical education, as well as the need to strengthen the role of teachers in providing enjoyable and meaningful learning experiences for students.

Keywords: student interests, traditional games, gobak sodor, fortifications, physical education

INTRODUCTION

Indonesia has a diverse culture, one of which is traditional games. Traditional games are inherited from our ancestors, and each region has its own distinct form. These games have positive values for improving physical health. To maintain the existence of traditional games, we can preserve them through education. (Mulyana and Lengkana 2019) . The role of teachers in sports learning is very influential in the world of education, especially traditional game materials to channel the traditional game culture that exists in Indonesia.

However, this traditional game is starting to be pushed aside, especially among the current generation, many of whom are unfamiliar with traditional games because, along with the development of technology, many more interesting games have emerged, such as online games on mobile phones (Kim 2013). One of the reasons for this is the limited number of traditional sporting events per year, the low interest of participants registering for traditional sporting events, and the limited

number of spectators interested in watching traditional sporting events. (Cahya, Zakaria, and Kurnia 2022) .

However, the world of sports is also inseparable from technology to support sports learning. Technological advancements must also be supported by the respective human resources (Syafuddin and Asri 2022) . This aims to develop teamwork, agility, and physical fitness. Traditional games often played by children in South Sulawesi can improve students' motor skills and physical fitness (Permana et al. 2018). With technological advancements, students will become more focused on online games, which can impact their fitness.

Traditional games are a sport that deserves to be developed for the current generation. By teaching them, students will practice the games, which aims to foster their interest (Handoko and Gumantan 2021). Because traditional games lack valid regulations, regulations differ across regions depending on the agreement (Riyadi and Sulaiman 2021). The facilities and infrastructure are quite simple, making them easy for students to play. The ease of playing these games likely attracts students to participate, both in and outside of class. However, not all students immediately understand what the teacher has explained about the rules and how to play gobak sodor and Bentengan.

According to (Bangun 2016), Physical Education in Junior High School (SMP) ⁷ has a significant role in improving student growth and development. Traditional game learning is very suitable to be implemented at every level of school, because at this level students enter adolescence and it is difficult to distinguish between good and bad things (Khoir 2021). With traditional game material at SMP Muhammadiyah 1 Temanggung, traditional games can be introduced, especially gobak sodor and Bentengan after observation, some students have never known these games. Therefore, I am interested in researching the interest in traditional games at SMP Muhammadiyah 1 Temanggung. ⁸ This study uses quantitative descriptive with a population of all 90 students as a sample of 30 Andalusian 7th grade students. Data collection uses a questionnaire and is supported by SPSS (*Statistical Product and Service Solutions*) software .

METHOD

¹² This research uses a quantitative approach using a survey method . The survey method was chosen because the study aimed to obtain data on students' level of interest in ² the traditional games of Gobak Sodor and Bentengan through questionnaire distribution (Fatah, Darumoyo, and Septianingrum 2024). A quantitative approach was used because the data generated are in numerical form and will be analyzed statistically.

The research design is quantitative descriptive , that is, it describes the objective conditions regarding student interests without providing special treatment (Rangkuti 2016) . The research only focuses on measuring student interests based on indicators of interest, attention, behavior (intrinsic), as well as the role of teachers and facilities (extrinsic).

The research was conducted at Muhammadiyah 1 Junior High School Temanggung, with the primary data collection location being the school field, where students practiced traditional games. The research was conducted on May 7, 2025, and included preparation, instrument development, expert consultation, data collection, and data analysis.

The population in this study was all seventh-grade students at Muhammadiyah 1 Temanggung Junior High School . This population was chosen because all students have an equal opportunity to participate in traditional games learning. ¹³ In quantitative research, a population is defined as a group of subjects with certain characteristics to be studied (Suriani and Jailani 2023) .

The research sample was 30 students in grade 7 Andalusia , consisting of: 15 male students and 15 female students. The class sample was selected because it represented the population and had participated in the Gobak Sodor and Bentengan learning materials. The sampling technique used was convenience sampling , which is selecting samples based on ease of access and students' willingness to participate in the research (Ramadani et al. 2025) . This technique is suitable for survey research, which does not require random sampling but is sufficiently representative of the population.

RESULTS AND DISCUSSION

This study aims to determine the level of student interest in the traditional games Gobak Sodor and Bentengan in Physical Education (PJOK) learning at Muhammadiyah 1 Junior High School, Temanggung. Before measuring student interest, the researcher conducted a series of instrument tests consisting of validity and reliability tests to ensure that the questionnaire used was able to produce accurate and consistent data.

Table 1. Validity Test.

r	table r	Information
0.361	0.980	Valid

Validity testing was conducted on 30 respondents using 30 statement items. Based on the calculation results, it was found that the highest calculated r value reached 0.980, while the table r value at a significance level of 5% was 0.361. Because the calculated r value was greater than the table r value ($0.980 > 0.361$), all statement items in the instrument were declared valid. Thus, the instrument is suitable for use in measuring student interest variables in this study.

Table 2. Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
.989	30

Next, a reliability test was conducted using Cronbach's alpha. The calculation results showed a reliability value of 0.989, well above the minimum reliability limit of 0.6. This indicates that the research instrument has very high internal consistency, making it reliable in producing stable and reliable data.

After the instrument was declared valid and reliable, the researcher conducted a descriptive statistical analysis of the student interest data. Based on the calculations, the ideal maximum score was 118 and the ideal minimum score was 87. From these calculations, the ideal average score was 102.5 and the ideal standard deviation was 5.2. These values were used to determine the category of student interest levels by dividing them into four categories: very high, high, low, and very low, as seen in the following table.

Table 3. Descriptive Statistical Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Minat Siswa	30	87	118	101.53	8.464
Valid N (listwise)	30				

The analysis results show that there are 7 students (23.3%) who have a very high interest category towards the material of traditional games Gobak Sodor and Bentengan. In addition, there are 5 students (16.7%) who have an interest in the high category. Meanwhile, as many as 7 students (23.3%) are in the low interest category, and the largest group, namely 11 students (36.7%) are in the very low category. If seen from the overall average value, which is 11, then the results are in the very low category according to the assessment category conversion as seen in the following table:

Table 4. Frequency Trend Distribution of Student Interest Variables

No	Score Interval	Category	Frequency	Relative Frequency (%)
1.	$X \geq 107.7$	Very high	7	23.3%
2.	$107.7 > X \geq 102.5$	High	5	16.7%
3.	$102.5 > X \geq 97.3$	Low	7	23.3%
4.	$X < 97.3$	Very low	11	36.7%
	Total		30	100%

From these results, it can be concluded that the general trend of student interest in traditional games ranges from low to very low. However, the presence of a group of students with very high interest indicates that some students remain interested in traditional games, although not in significant numbers.

Discussion

Based on the research results, it can be seen that students' interest in the traditional games of Gobak Sodor and Bentengan is relatively low. This is evident from the dominance of the very low category (36.7%) and the low category (23.3%). This condition indicates that more than half of the respondents have a low interest in the traditional games. However, Gobak Sodor and Bentengan are simple, easy to play, and embody the values of cooperation, strategy, and physical activity that are beneficial for students' motor development.

Several factors may explain students' low interest in traditional games. One of the most prominent factors is a shift in children's interest toward more visually appealing, modern forms of play that can be played on digital devices. (Elsa 2022) Traditional games are considered less engaging because they lack the technological elements or engaging visuals of games on mobile phones or computers. Furthermore, some students may feel less familiar with traditional games because they rarely play them in their home environment, thus lacking the emotional experience that can enhance the enjoyment of the games taught in school.

Another factor that influences the game's difficulty level. While Gobak Sodor is simple and easy to play, Bentengan requires greater speed, strength, and physical endurance. This can lead some students to feel less confident or reluctant to participate due to physical limitations. Students who are less physically active tend to struggle with games that require dexterity and agility, thus decreasing their interest in these games. (Sibero et al. 2024) .

In addition to student factors, the learning environment also influences interest levels. The teacher's delivery of material, the learning strategies used, and the condition of the school's facilities and infrastructure can determine whether traditional games will attract students. (Yustiyati et al. 2024) . If learning is not presented in an engaging manner, lacks variety, or takes place in a monotonous atmosphere, student interest tends to decline. Conversely, learning that is creative, competitive, and actively involves all students can increase their enthusiasm.

The results of this study also indicate a small group of students who exhibit a strong interest in traditional games. This group tends to enjoy physical activity, competitiveness, and games that require strategy. They may have had positive previous experiences playing Gobak Sodor or Bentengan, which is why when these games are taught in school, they experience greater enjoyment and engagement than other students.

Overall, the results of this study indicate that traditional games still have potential as a learning medium for physical education (PJOK), but a more creative approach is needed to increase student interest. Physical education (PJOK) teachers can modify game rules, add competitive elements, or integrate games with

collaborative learning to make them more engaging for students. Furthermore, schools need to provide adequate play spaces to ensure optimal implementation of traditional games.

CONCLUSION

Based on the results of research on student interest in the traditional games of Gobak Sodor and Bentengan at SMP Muhammadiyah 1 Temanggung, it can be concluded that the level of student interest is generally in the low to very low category. This can be seen from the distribution of the analysis results which show that the majority of students, namely 36.7%, are in the very low category, and 23.3% are in the low category. Meanwhile, only a small number of students have high interest (16.7%) and very high (23.3%). The average value of student interest scores that are in the very low category further strengthens that overall students are less interested in the traditional game material.

The low student interest is due to several interrelated factors. A shift in student preference toward modern, technology-based games, such as digital games that are more visually appealing and easily accessible, has made traditional games less popular. (David Darwin et al. 2025) . Students are also less familiar with traditional games because they rarely play them in their daily lives, so they lack the emotional experiences that can foster interest in the game. Furthermore, the game of Bentengan, which demands stamina, agility, and speed, can also make some students reluctant to participate due to limited physical abilities or a lack of self-confidence. These factors collectively influence students' low interest in participating in traditional game learning. (Novianto 2018) .

Nevertheless, the presence of a number of students with high and very high interest indicates that traditional games still hold a special appeal for some students, especially those who enjoy physical activity, group play, and competitive challenges. Thus, traditional games still have great potential to be developed as effective, enjoyable, and culturally valuable physical education (PJOK) learning materials. (Hermansah et al. 2025) . However, to increase student interest, teachers need to package learning with a more creative, varied approach, and one that aligns with the characteristics of today's learners. With learning innovation, traditional

games can once again become relevant, engaging, and meaningful material for students.

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