

Implementation of Local Wisdom in Physical Education of Senior High School in Bantaeng, South Sulawesi, Indonesia

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ABSTRACT

The scientific approach to physical education in senior high school increases students' knowledge and attitudes. Therefore, the development of the learning model adopts learning resources that contain moral values and improve students' cognitive and psychomotor abilities. Researchers explore the potential of traditional games as local wisdom that can be used as learning materials in physical education. Researchers examined teacher knowledge about the knowledge of 20 physical education teachers on the implementation of traditional games. The research method uses quantitative descriptive to find the game type, implementation, and practice knowledge. The study results found that teachers generally did not practice and implement traditional games. This is because no manual can be used as a reference. The results of this study illustrate the need to develop a conventional game.

Keywords: *Traditional games; teachers; learning implementation*

1. INTRODUCTION

Education is one indicator of the progress of science and technology in a country. The educational process requires that teachers find and adopt various learning resources following the learning materials and students' abilities. In addition, education is also influenced by local culture or community pride in a region [1][2]. Preservation of local wisdom is one of the supporters of the learning process both in method development and student character development. Implementing education based on local understanding is an effort to preserve culture and maintain the sustainability of local knowledge. As the potential and community pride, local wisdom contains wise and wise values that characterize the region. Several studies state that all subjects can apply the model of integrating local wisdom values in learning. The potential of local wisdom is very relevant to be introduced to students as the younger generation. One of Indonesia's local wisdom is traditional games that generally fulfill sports elements. The development of classic games in sports and physical education lessons can be implemented through convenience, low cost, and interest [3].

The use of traditional games in physical education and sports in Indonesia has not become an interesting topic. Some of the problems in the field regarding the application were the difficulty of teachers finding learning resources revealed and the lack of school management support for the development of local

wisdom-based learning models [4][5]. Traditional games in Indonesia have contributed to students' motor skills, social skills, and cognitive skills. Classic games in learning allow teachers to develop interpersonal relationships between students and their communication skills.

Researchers develop learning models that integrate traditional games as local wisdom in physical education and sports. This model emphasizes the harmonious relationship between individuals and society. This social interaction model emphasizes the Gestalt learning theory, which believes that particular objects or events will be viewed as an organized whole. [6]. The social interaction model develops relationships between one training participant and another. This model departs from the paradigm that individuals cannot free themselves from interactions with other people. The relationship refers to the relationship between the individual and society in a broader context.

Therefore, the learning process must be a vehicle for preparing students to interact extensively with the community, develop democratic attitudes and behavior, and grow the productivity of student learning activities. The interaction model in learning strategies can be seen in the skill development in the student group [7][8]. The program enables to development of the skills to participate in the social process. The learning model also

increases the sense of responsibility of students and their ability to solve social problems.

However, the implementation of this game requires the teacher's knowledge of the game method. This study describes the potential of teachers to apply traditional games as learning materials.

2. METHOD

This research uses a descriptive quantitative method. And using the survey method. The research melibatkan 20 high school physical education teachers (SMA) in Makassar City as the sample in this study. Samples were taken using purposive sampling technique with inclusion criteria, namely: 1) The sample is willing and fills out a willingness form to become a sample; 2) The sample is a high school physical education teacher or equivalent in Makassar City; 3) The sample fills out the complete questionnaire form; 4) The sample has implemented local wisdom-based learning. As for the exclusion criteria, namely: 1) The sample is not willing and does not fill out a willingness form to be a sample; 2) The sample does not fill out the questionnaire form completely.

The research procedure for analyzing the level of knowledge of physical education teachers towards the type, practical and teaching implementation. Division stage test is as follows: 1) Subjects receive an explanation of the background of the research, 2) Subjects receive an explanation of the stages that must be done, 3) Subjects fill out a letter of willingness to be a sample, 4) Subjects get an explanation of how to fill out the online questionnaire for local wisdom-based learning, 5) Subjects fill out the local wisdom-based learning questionnaire online using the google form, and 6) analyze the online questionnaire data for local wisdom-based learning.

The data collection instrument in this study was a local wisdom-based learning questionnaire consisting of 40 questions. Knowledge assessment method using the scoring technique. The correct answer is scored 2.5, and the wrong answer is scored 0. Therefore, the maximum possible score is 100. The level of knowledge is divided into four groups: Values 0 – 25 are in the deficient category, and values 26 – 50 are low. Values 51 – 75 are included in the high class, and 76-100 are considered very high.

3. RESULT AND DISCUSSION

Sports and Physical education learning is an integral part of education. This subject focuses on maintaining health and physical fitness. Therefore, the educational curriculum cannot be separated from the construction of consciousness. The description of the traditional games used in learning sports and physical subjects shows a solid attachment to the learning objectives (Table 1).

Table 1. Local Wisdom Description

No	Game Name	Value Interpretation	Potential in Physical Education
1	<i>Gobak sodor</i>	Teamwork	Strength Potential
2	<i>Ma'longga</i>	Dexterity	Potential for Compactness
3	<i>Maccukke</i>	Regulate body resistance	Fitness potential
4	<i>Santo</i>	Breathing	Stability potential

Locally based in this research concerns the knowledge aspect of the educators of the four local pearls of wisdom that can be used as support or application in physical education lessons. In the description, the variety of games above is local games that are fun for children.

3.1. Gobak Sodor

Gobak Sodor is, also known as galah asin consists of two groups. Each group consists of 5-7 people. This game is a game that implements the strategy of holding and escaping. The essence of the game is to block the opponent so that they cannot cross the boundary line. If so and can escape from the opponent's obstacle, the group is said to have won.

The court is almost like a tennis court, where the two groups face each other. Aspects of teacher knowledge in this game are as follows:

Table 2. Teacher Knowledge Level on Grobak Sodor

Variable	Rated aspect	Score
Physical education teacher's knowledge of the implementation of the <i>gobak sodor</i> game	Game type	35
	Practice	20
	Implementation	20
Average		25

The results showed that the educator's knowledge about *gobak sodor* showed a score of 25 or a deficient category. Some physical education teachers still do not know about the Grobak Sodor game, which will affect their practice and implementation in physical education lessons and learning.

3.2. Ma'longga

The word *ma'longga* comes from the word longngak, *ma'longga* is a traditional game favored by the people of South Sulawesi. This game is a sport, and according to the people of South Sulawesi, it has long been believed to be a form of traditional ceremonial performance. *Ma'longga* game can be played individually or in groups. A game that requires the player to show balance when standing with the support of a bamboo rod. Furthermore,

the player must step forward with his feet supported by a bamboo rod. This game contains noble values : never give up, patience and hard work, balance and focus, courage, train motor nerves, and physical freshness. Table 3 shows the level of educators' knowledge of the *Ma'longga* Game.

Table 3. Physical Education Knowledge Levels in the *Ma'longga* Game

Variable	Rated Aspect	Score
Physical education teacher's knowledge of the implementation of the <i>Ma'longga</i> game	Game type	45
	Practice	30
	Implementation	30
Average		31.7

The results showed that the educator's knowledge about mallongga showed a value of 31.7 or the low category. In other words, the educators only know the type of game but cannot practice and teach it to students.

3.3. *Maccukke*

The *Maccukke* game is a Bugis tradition often performed after the harvest season in the fields. This traditional game uses wood to play indo' cukke (long wood) and anak cukke (trim wood). Three or more people often play this game. When one player *maccukke*, the other player becomes a gouged wood catcher. In this game, the player's agility is measured by his ability to lift the cukke child with the furthest trajectory and cannot be caught by the opponent. Measurement of educators' knowledge about macukke game is described in Table 4.

Table 4. Physical Education Knowledge Levels in the *Maccukke* Game

Variable	Rated Aspect	Score
Physical education teacher's knowledge of the implementation of the <i>Maccukke</i> game	Game Type	30
	Practice	30
	Implementation	25
Average		28.3

The results showed that the educator's knowledge about mallongga showed a value of 28.3 or the low category. In other words, the educators only know the type of game but cannot practice and teach it to students. In other words, some physical education educators do not understand, even do not understand, about this game. However, some understand it, but it is still lacking in the context of practice and implementation.

3.4. *Santo*

Santo is a traditional children's game originating from the Makassar region, South Sulawesi. *Santo's* game is also known as *Santo-Santo* or *massanto* by the people of South Sulawesi. This folk game has various types depending on how to play. *Santo* is played in groups and

is very easy to play. This game is played in groups starting with the arrangement of bricks as throwing targets (*santo*) and the determination of the picco' line (boundary line). One team of players throws the Pangamba' stone to the boundary line, and the other team members take the stone and throw it at the saint's stone. And if the error continues to repeat on the next throw, the player must close his eyes during the next throw. If the throw is not on target, the team loses. The noble values contained in this game are Cooperation, Solidarity, Accuracy and Accuracy, Physical Fitness (sports), Strategy Mapping, Social Interaction. Measurement of teacher knowledge about the *santo* Game is described in Table 5.

Table 5. Physical Education Knowledge Levels in the *Santo* Game

Variable	Rated Aspect	Score
Physical education teacher's knowledge of the implementation of the saint game	Game Type	55
	Practice	40
	Implementation	45
Average		45

The results showed that the educator's knowledge about the saint games showed a 45 or low category value. In other words, the educators only know the type of game but cannot practice and teach it to students. This game is well known and loved by both children and adults so that most physical education educators understand. Some have implemented it in their learning.

4. DISCUSSION

The results showed that physical education teachers did not teach traditional games to students. Although this conventional game is conceptually well known, teachers find it challenging to practice and teach it in sports and physical lessons. The teacher's ignorance about implementing traditional games is caused by the absence of a game application guidebook and a student dexterity evaluation tool. This is a challenge for the application of conventional games as teaching materials [9]. The development of student's knowledge, skills, and attitudes with traditional games encourages the formation of problem-solving abilities both personally and socially. Through exciting learning experiences for students, the ability to make decisions and participate in groups is higher. Thus, traditional games stimulate social skills such as independent behavior and personality [10]. Traditional games involving many students in groups give birth to student social interactions to give birth to better affective competencies.

4. CONCLUSION

The results showed that the teachers of sport and physical learning had shared knowledge of the five traditional games. Generally, teachers understand the types and methods of the game, but the teacher does not understand the practice and implementation. The guide for developing teaching materials that utilize traditional games has not been supported.

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