

The Role of Traditional Sports in Establishing Student Character through Physical Education, Sports, and Health Learning

Wahyu Hananingsih^{1,*}, Lalu Moh Yudha Isnaini², Johan Irmansyah³

¹Faculty of Teacher Training and Education, Mataram State Islamic University, Indonesia

²Department of Physical Education, Health, and Recreation, Universitas Nahdlatul Ulama Nusa Tenggara Barat, Indonesia

³Department of Sport and Health Education, Faculty of Sports Science and Public Health, Universitas Pendidikan Mandalika, Indonesia

Received February 1, 2024; Revised March 25, 2024; Accepted April 26, 2024

Cite This Paper in the Following Citation Styles

(a): [1] Wahyu Hananingsih, Lalu Moh Yudha Isnaini, Johan Irmansyah, "The Role of Traditional Sports in Establishing Student Character through Physical Education, Sports, and Health Learning," *International Journal of Human Movement and Sports Sciences*, Vol. 12, No. 3, pp. 538 - 545, 2024. DOI: 10.13189/saj.2024.120310.

(b): Wahyu Hananingsih, Lalu Moh Yudha Isnaini, Johan Irmansyah (2024). *The Role of Traditional Sports in Establishing Student Character through Physical Education, Sports, and Health Learning*. *International Journal of Human Movement and Sports Sciences*, 12(3), 538 - 545. DOI: 10.13189/saj.2024.120310.

Copyright©2024 by authors, all rights reserved. Authors agree that this article remains permanently open access under the terms of the Creative Commons Attribution License 4.0 International License

Abstract The scope of physical education is all educational efforts through human activity or movement in the context of the acculturation process, especially in the transformation of values. Through physical education and sports, the educational learning process utilizes physical activity which is expected to produce holistic changes in individual quality, both in terms of physical, mental, and emotional. One way to fulfill the objectives of physical education and sports is by integrating traditional game sports equipment. Traditional sports have an important role in the process of forming and developing the character of students. This research aims to find out the important role of traditional sports in the formation of the character of students, especially in the physical education, sports, and health learning. The method used in this research is descriptive qualitative with a literature approach study by describing descriptions in the field which are then adapted to existing theories. The results of this study indicate that traditional sports games have an important role as an instrument in the formation of the character of students, especially in the physical education, sports, and health learning. The values contained in traditional sports games include responsibility, mutual respect among others, having a high spirit of cooperation and perseverance, being honest in behavior, having high integrity, and many other positive attitudes. This shows that traditional sports have a

very important role in the process of forming the character of students.

Keywords Traditional Sports, Character, Learning Physical Education

1. Introduction

The development of traditional sports in Indonesia is related to the cultural history of Indonesian society [1]. Traditional sports games that were born hundreds of years ago are the result of ancient human cultural processes that are still thick with local wisdom values [2], [3]. Despite their age, traditional sports games appear to have an educational role that applies values [4]. The application of developing physical education using traditional sports games has very important benefits for students' physical fitness to stay healthy and to improve their character values [3], [5]. As is well known, Indonesia has a lot of traditional games [1]. Every region must have traditional sports games [6]. There are so many traditional games in Indonesia, and there are so many benefits that can be drawn from these games [7]. Several types of traditional Indonesian sports games exist, such as congklak, salty poles (gobak sodor),

marbles, kasti, dragon snakes, and martial arts [4]. Traditional sports are a suitable tool for building children's character from an early age. Besides, children will know what cultures exist in Indonesia so that culture in Indonesia doesn't just disappear [8]. This traditional sport can teach children how to have a good soul and social life [9].

One of the challenges of traditional sports games is digital games, which cannot be separated from increasingly advanced technological advances. Digital games, such as online games, are mostly played by children and even teenagers [10]. In the game, they just sit and be quiet because they are focused on computers or cellphones. If this continues to be done repeatedly by children, this can cause a lack of concern for the environment, which will affect children's social interactions. Lack of social interaction causes very negative character development in children [11]. This problem can continue until the child becomes an adult, so the bad character will continue to develop [12].

Traditional sports games must be revived because they can improve positive character and preserve a virtuous and dignified national culture [13]. Besides that, it can also shape the character of children while preserving the culture that we have had for a long time because traditional games are a symbol of knowledge passed down from generation to generation and have various functions or messages behind them [14]. One method for reintroducing this traditional sports game is through learning sports and health physical education in schools [15]. By including material from one of the traditional sports games in the physical education and sports curriculum [16], this is expected to form a positive character for students and also keep traditional sports games from being lost to the times [17].

The integration of value (character) education into physical education material is very important for the readiness of students to face any problems in their lives [18]. Several criminal cases involving school-age children are empirical evidence of the importance of instilling character in teaching and learning activities in schools [19]. In the midst of concerns about the degradation of morals and national character in line with the spread of social pathology and the abuse of freedom without rules. Early character education is critical in shaping children's personalities [20]. This can be formed from the family environment, play groups, kindergartens, elementary schools, and junior high schools. Character building and character education are a must because education does not only make students smart; they also develop manners so that their existence as members of society becomes beneficial both for themselves and for others.

Research results from Mujriah et al. [6] who have studied and mapped various traditional games and sports in Lombok, emphasize that traditional games and sports can be used as an effective physical education learning material in improving students' movement skills and character. These results are also confirmed by research from

Irmansyah et al. [7] which explains that traditional sports can have a positive impact on the development of children's social skills, such as personal & social responsibility, teamwork and communication. Apart from that, traditional Lombok games can specifically improve children's physical literacy, such as motivation & self-confidence, knowledge, basic movement skills, and social values [21]. Based on the description of the problem and support from previous literature, the researcher is interested in studying further and in depth regarding the role of traditional sports in forming students' character in physical education learning, so it is hoped that this research can be used as an illustration of the formation and development of character through traditional sports games, especially for students Junior High School in Mataram City, West Nusa Tenggara.

2. Materials and Methods

2.1. Participants

Participants in the research were 3 physical education teachers (one woman and two men) and 25 students from two different classes (14 girls and 11 boys). The determination of teachers is based on teacher involvement in developing traditional sports in schools and communities. Furthermore, the selection of student participants used purposive sampling techniques, which emphasize determining certain criteria in selecting samples [22]. This research focused on the following criteria: (1) 25 students who were active in participating in games and traditional sports in the physical education learning process; (2) the average age of students is 12-14 years because they are in classes (VII and VIII); and (3) obtain consent from students to become research participants. This research was carried out at a junior high school in Selaparang District, Mataram City, West Nusa Tenggara. Researchers chose this location because this school has a traditional sports development program in extracurricular activities and there are still many traditional sports games in the Mataram City educational environment that have not been accommodated.

2.2. Research Design

The research method used is descriptive qualitative. The techniques used in collecting data related to this research were carried out by means of literature research and field research by means of interviews and observations, so that the data to be obtained was qualitative data and quantitative data processed from secondary data [23]. Qualitative research methods are a collection of methods to understand and analyze more deeply the meaning of groups or individuals which are considered social problems or humanitarian problems [12], so that the activities carried out in qualitative research are carried out interactively and take place continuously, so that the data is saturated or valid. Researchers used qualitative research in this study to better

understand the context of natural social phenomena that describe a person's behavior and perspective [24].

2.3. Data Collection

Data collection was carried out by following research data collection procedures. In gaining credibility of findings in the field, all material is collected and reduced into several types of material that are representative of the research theme [25]. Data collection techniques used field observations (schools) and semi-structured interviews [26]. Observations were carried out for 2 months at a junior high school in Selaparang District, Mataram City, West Nusa Tenggara which focused on observations related to settings, processes, strategies, materials, and evaluation/assessment in physical education learning. Observations were made during the physical education learning process for students in grades VII and VIII or aged 12-14 years. Meanwhile, semi-structured interviews were conducted personally with the physical education teacher after the learning process took place or in accordance with the agreement between the teacher and researcher. Observation and interview protocols have previously been formulated by researchers based on the objectives to be achieved, and reviewed by experts to obtain protocols that are easy to use and responsive to research objectives.

2.4. Data Analysis

Interview data analysis was carried out using the inductive content analysis method, which was determined based on the research questions, to identify relevant aspects of the interview transcripts [27]. This analysis is used to describe the teacher's perspective on all phenomena that occur in physical education learning, especially the role of traditional sports in forming student character. After all the data was grouped, the researcher then analyzed it by coding, categorizing, and mapping the themes that emerged from the interview transcripts [28]. Furthermore, observation data was used to confirm teacher responses regarding the role of traditional sports in forming students' character in physical education learning in accordance with the facts in the field. The credibility of research data is obtained by triangulating data sources between data collection techniques (observation and semi-structured interviews) [29].

3. Results and Discussion

3.1. Literature Review

Traditional sports games are spaces for learning physical education in the field of education. One of the innovations is to preserve traditional sports games that are held in the field of physical education and sports in order to improve student character. Education is one of the main factors in

implementing national education, especially in terms of preparing human resources with good character [30]. Education is developed to develop intelligence in a comprehensive manner, including cognitive, social, motor-mental, and spiritual intelligence [31]. Traditional sports games are entertainment for students. Traditional sports games are very unique when combined with various activities exhibited by students [32]. Culture is that complex whole of knowledge, belief, art, morals, customs, and other capabilities and habits acquired by man as a member of society. Culture is inseparable from human life in this world. Similarly, traditional sports games in the form of motion activities in games are used. Traditional games are cultural products that have great value for children in the context of fantasizing, recreation, creating, and exercising, which are at the same time means of practicing social life, skills, decency, and dexterity [15]. Traditional sports games are types of sports that arise based on the games of each tribe and ethnicity in Indonesia. In general, characters can only occur when built. Character education is an effort to educate children to be able to make wise decisions and practice them in everyday life so that they can make a positive contribution to their environment [33].

Traditional games involve elements of struggle and controlling oneself or others. The experience of movement experienced by students through traditional sports games in real life is essentially a part of life; the embodiment of motion in traditional games is related to aspects of encouragement in humans that are also related to social and cultural factors [34]. Implementation in the motion of traditional sports games is always included in the scope of the skills being learned, which means that the skills will be mastered through the teaching and learning process, which means that the activities being learned will only be mastered to an adequate degree if a social relationship and educational element are established [35]. Traditional sports games as a coaching tool have norms and values that are in accordance with the characteristics of each traditional game. Through movement, students develop themselves. Human movement in traditional games is not entirely arbitrary but is limited by certain rules that condition its motion in such a way that appropriate motion behavior is achieved through the provisions of the game rules.

Traditional sports games are very valuable for students in Mataram because they combine education and culture that are very closely related to life. Traditional games are very beneficial for students, namely to increase fitness and a sense of togetherness (social spirit) for them. With traditional games, a person will be more confident and develop the values of sports, recreation, culture, the arts, and education. Improving mental abilities such as courage, agility, accuracy, strength, and endurance. Traditional games are a culture that must be preserved. As a result of the nation's cultural creations that must be preserved, the noble values contained therein are an important part and constitute identity because they are very beneficial for individuals and at school.

The city of Mataram, located on Lombok Island, Indonesia, has a rich and diverse socio-cultural context. Mataram is the center of economic, political and cultural activities on Lombok Island, which broadly reflects the ethnic and cultural diversity that exists in the region [21]. It is important to remember that Lombok has a rich cultural heritage, especially from the Sasak tribe who make up the majority on the island. The daily life of the Sasak people is influenced by traditional cultural values, such as cooperation, togetherness, and adherence to tradition. Traditional games are also an integral part of social and cultural life in Mataram City. Some traditional games that are popular in Lombok include: Gasing, Sepak Raga, Bola Becek, Selodoran, Beledokan, Sungkit, and many more [6]. Activities like these not only provide entertainment for local residents, but also strengthen social ties within the community. They also play a role in maintaining cultural heritage and local traditions in Mataram City, Lombok.

3.2. Research Result

The research findings suggest that traditional sports games can significantly influence various character values, including: (a) **Ethical Values**: Traditional games promote attitudes such as piety, virtuous character, patriotism, brotherhood, responsibility, forgiveness, and solidarity. Despite the competitive nature of these games, they don't foster aggression, and players across different age groups are encouraged to participate, fostering a sense of equality and mutual respect [36]; (b) **Sports Values**: Traditional games involve physical activities that contribute to both physical and spiritual well-being [18]. Participants are encouraged to uphold sportsmanship, emphasizing the importance of noble character in training and competition; (c) **Cultural Values**: Traditional games are integral to national culture, allowing people to identify with and take pride in their cultural heritage [37]; (d) **Aesthetic Value (Art)**: Traditional games hold artistic value as players express themselves through the games, evoking interest and beauty. These games promote an appreciation for local culture and contribute to the development of personalities and self-esteem [38]; (e) **Recreational Value**: Traditional games provide enjoyable recreational activities that involve physical movement, making them ideal for leisure time; (f) **Educational Value**: Traditional games contain educational

elements such as mutual respect, cooperation, acceptance of defeat, and unity, which are learned through participation [19]; (g) **Development of Natural Intelligence**: Traditional games often utilize natural materials, fostering a closer connection with nature and reducing reliance on modern, commercialized games; and (h) **Social Values**: Participation in traditional games contributes to the formation of personal values and experiences, promoting interaction within society and helping individuals develop a strong sense of motivation and behavior [7]. These character values are interwoven within traditional sports games, making them valuable not only as recreational activities but also as tools for personal and social development.

The results of this research are strengthened by the results of interviews with 3 physical education teachers who emphasized that traditional sports games are an inseparable part of people's lives in Mataram, Lombok. Traditional sports have been able to adapt to changing times in the current digital era, without losing their identity and values. Traditional games have a special place for students or children, because through traditional sports children learn a lot about cooperation, discipline, communication, mutual respect and other social values. These results are also relevant to observations made by researchers when students played traditional sports which showed students' enthusiasm and involvement in participating in the game. It can be seen that students really enjoy various activities in traditional sports and show an attitude of mutual respect, cooperation and responsibility.

In traditional sports games, a person creates values that are very closely related to this game, be it cooperation, mutual respect, sharing, accepting defeat, learning to forgive, obeying game rules, competing to win, and so on [21]. Providing a balanced environment for someone to play with can have a positive impact. Traditional games can be a means of learning to develop the value of knowledge for students. Activities in physical education and traditional game sports are expected to integrate values, norms, and rules in traditional games so that they become a habit of good behavior in schools and society and become the character of the younger generation.

From the various ideas and theories above, the inculcation of sports values in character building is illustrated in the conceptual framework below:

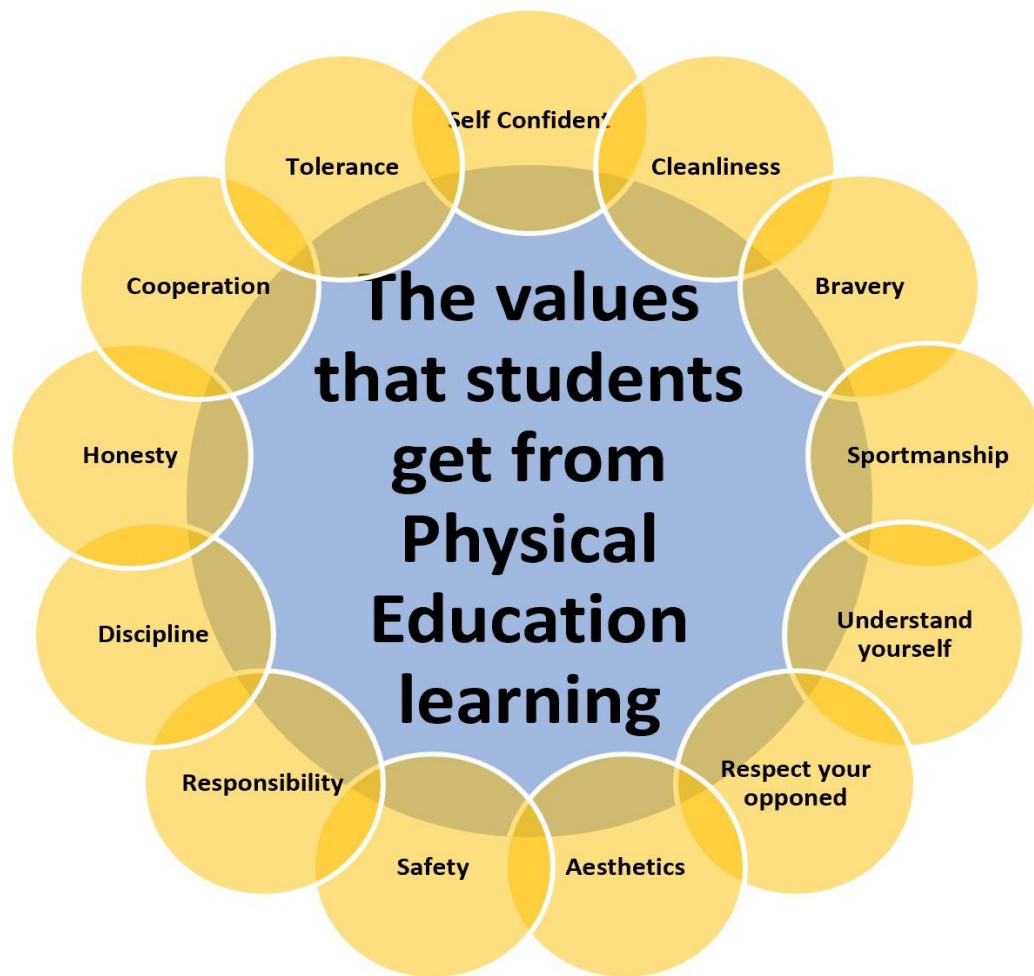


Figure 1. The results of traditional sports games in learning physical education and sports

Based on the formulation of research results, ideas and theoretical frameworks related to the role of traditional sports in shaping students' character in physical education learning, it is important to start from an early age. This allows for the natural instillation of positive values, helps students grow into better individuals, and strengthens children's character in a positive direction [39]. If the child's character is good, the child will be more ready to accept changing times and the environment. The characters that can be formed from traditional sports are discipline, cooperation, responsibility, leadership, respect for others, self-confidence, and honesty [40]. Traditional sports games are important as a means and instrument for inculcating values and forming a valuable and moral national character. This can be obtained, among other things, through community education, both formal and informal. Because education is one of the important actors in a person's life, through education a person will be able to be responsible for himself and also obtain mental education in building the nation's character. Sports can build national character because a healthy nation is a strong and productive nation [10]. But in the end, no matter how good and noble the values contained in traditional sports games are, they are

actually values contained in everyday life and will not be of any value if they are not implemented in real life. Therefore, the most important thing is how the person wants to start to change and practice the good moral values that are applied.

The process of cultivating and developing moral values and building character through sports is to make sports activities "icons and character builders." Of course, this is adjusted to the times. According to [33], "character" is defined as the values or attitudes of a person who is directly related to his God, such as his relationship with his God, other people, the environment, and also his nationality, which is embodied in attitudes, words, and deeds, as well as one's feelings, which are based on norms, manners, customs, and local culture. From this opinion, it can be concluded that character is something that is inherent in a person, which then becomes a distinctive personality that distinguishes him from others, namely in the form of attitudes, thoughts, and actions that are used in everyday life both within the family and in the community. There are two types of character values that exist in sports: social and moral values. The educational theories, educational psychology, socio-cultural values, religious values being

taught, Pancasila values of the 1945 Constitution, Republic of Indonesia Law No. 20 of 2003 concerning the National Education System, and all real experiences of a person in everyday life all contribute to the character and cultural values that exist in sports.

4. Conclusions

The research emphasizes the importance of early character education through traditional sports, highlighting the need for integrating these games into physical education and sports curricula. Efforts must be made in traditional sports games to create situations that can create the values contained in sports so that students can apply them in everyday life. Experience in traditional sports can build character, but only if the environment is structured and the stated and planned goals are to develop character. All individuals (coaches, administrators, parents, and participants) who are stakeholders in sports and health physical education should be included in such an environment. Traditional games also have a positive impact on character building aligning with the broader goal of preparing students to face challenges in life, promoting social responsibility, and preserving cultural heritage.

5. Recommendations

This research has various limitations which are expected to be accommodated in further research. Limitations of this study include: (1) Limited Sample Size: This study only involved a small number of participants or schools, so the generalizability of the findings is limited to a larger population; (2) Short Research Duration: The research duration is not long enough to observe the long-term impact of the role of traditional sports in forming student character; (3) Implementation Variability: Implementation of traditional sports in physical education can vary significantly between schools or regions. This variability can influence research results and make it difficult to make strong generalizations; and (4) Subjectivity of Assessment: Some aspects of student development, such as social or emotional skills, will be difficult to assess objectively, so they only rely on subjective assessments from researchers and teachers.

Paying attention to these limitations will help guide the design of future studies to address weaknesses and strengthen the generalizability of findings. Therefore, the study recommends further research to delve deeper into the integration of traditional sports in education, exploring its impact on various aspects of students' development, including movement skills and cognitive abilities. The findings aim to inspire additional research in the field, fostering a comprehensive understanding of traditional sports' role in character formation.

Acknowledgements

Thank you to all authors for their support and contributions so that this research can be completed.

Conflict of Interest

There is no potential conflict of interest in this research.

REFERENCES

- [1] H. Raharjo, A. Pujiyanto, and M. Annas, "Traditional railway games on physical education and sports learning with a teaching personal and social responsibility approach of lower graders at elementary school," in *Proceedings of the 5th International Conference on Sports, Health, and Physical Education, ISMINA 2021, 28-29 April 2021, Semarang, Central Java, Indonesia*, Semarang: EAI, Oct. 2021. doi: 10.4108/eai.28-4-2021.2312254.
- [2] Moh. S. Birri, A. Hariyanto, and A. R. S. Tuasikal, "Development of traditional sport game model 'Bentengan' for student's physical fitness in sports and health physical education learning (Case study on class IV MI students of Maduran Lamongan District)," *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, vol. 3, no. 3, pp. 1614–1622, Aug. 2020, doi: 10.33258/birle.v3i3.1251.
- [3] R. Nuriman, N. Kusmaedi, and S. Yanto, "Pengaruh permainan olahraga tradisional Bebenengan terhadap kemampuan kelincuhan anak usia 8-9 tahun [The influence of traditional sports games Bebenengan on the agility of children aged 8-9 years]," *Journal of Applied Sports Science/ Jurnal Terapan Ilmu Keolahragaan*, vol. 1, no. 1, p. 29, Sep. 2016, doi: 10.17509/jtkor.v1i1.1550.
- [4] S. Suhra, D. Djubaedi, and A. A. Bin Haji Mail, "The contribution of Bugis' traditional games in strengthening students' sharacter education at Madrasa," *Jurnal Pendidikan Islam*, vol. 6, no. 2, pp. 233–244, Dec. 2020, doi: 10.15575/jpi.v6i2.9753.
- [5] Arif B. Azlan, N. Ismail, N. F. M. Fauzi, and R. Abd. Talib, "Playing traditional games vs. free-play during physical education lesson to improve physical activity: A comparison study," *Pedagogy of Physical Culture and Sports*, vol. 25, no. 3, pp. 178–187, Mar. 2021, doi: 10.15561/26649837.2021.0306.
- [6] M. Mujriah, S. Siswantoyo, P. Sukoco, F. O. Rosa, E. Susanto, and E. Setiawan, "Traditional sport model to improve fundamental movement skills and social attitudes of students during Covid-19," *Physical Education Theory and Methodology*, vol. 22, no. 3, pp. 309–315, Sep. 2022, doi: 10.17309/tmfv.2022.3.02.
- [7] J. Irmansyah, R. Lumintuarso, FX. Sugiyanto, and P. Sukoco, "Children's social skills through traditional sport games in primary schools," *Cakrawala Pendidikan*, vol. 39, no. 1, pp. 39–53, Feb. 2020, doi: 10.21831/cp.v39i1.28210.

- [8] Kasyanto and A. A. Hakim, "Survei perkembangan olahraga tradisional di Kabupaten Tuban [Survey of the development of traditional sports in Tuban Regency]," *Journal of Sports Medicine/ Jurnal Kesehatan Olahraga*, vol. 8, no. 1, pp. 33–38, 2020, Accessed: Nov. 25, 2023. [Online]. Available: <https://ejournal.unesa.ac.id/index.php/jurnal-kesehatan-olahraga/article/view/31051>
- [9] N. Rachmawati, M. Muhyi, and Y. Wiyarno, "Pengembangan permainan olahraga tradisional untuk meningkatkan nilai peduli dalam pembelajaran pendidikan jasmani olahraga dan kesehatan di sekolah [Development of traditional sports games to increase caring values in physical education, sports, and health learning at school]," *Journal of Recreational Health Education/ Jurnal Pendidikan Kesehatan Rekreasi*, vol. 6, no. 2, pp. 125–137, 2020, doi: 10.5281/zenodo.3873171.
- [10] H. A. Nur, A. Ma'mun, and M. Fitri, "The influence of traditional games on social behavior of young millennials," in *Proceedings of the 4th International Conference on Sport Science, Health, and Physical Education (ICSSHPE 2019)*, Paris, France: Atlantis Press, Feb. 2020, pp. 251–255. doi: 10.2991/ahsr.k.200214.066.
- [11] A. Rudiyanto, Sumardi, and S. R. Hadi, "Pengaruh permainan olahraga tradisional untuk peningkatan kebugaran jasmani siswa Madrasah Aliyah Manbaul Ulum Bungah Gresik [The influence of traditional sports games on improving the physical fitness of students at Madrasah Aliyah Manbaul Ulum, Bungah Gresik]," *Journal of Recreational Health Education/ Jurnal Pendidikan Kesehatan Rekreasi*, vol. 8, no. 1, pp. 25–31, 2022, doi: 10.5281/zenodo.5813450.
- [12] T. Yono, "Traditional sport: Student's perception on the importance to continue it," in *Proceedings of the 1st Unimed International Conference on Sport Science (UnICoSS 2019)*, Paris, France: Atlantis Press, 2020. doi: 10.2991/ahsr.k.200305.024.
- [13] C. Wang and R. Zhang, "Research on chinese modernization reform strategy of integrating national traditional sports into aerobics textbooks in universities," *Open J Soc Sci*, vol. 11, no. 01, pp. 44–51, 2023, doi: 10.4236/jss.2023.111005.
- [14] X. Li, "The cultivation path of sports spirit in schools physical education," *Frontiers in Sport Research*, vol. 3, no. 3, pp. 47–52, 2021, doi: 10.25236/FSR.2021.030309.
- [15] T. Muhtar, T. Supriyadi, and A. S. Lengkana, "Character development-based physical education learning model in primary school," *International Journal of Human Movement and Sports Sciences*, vol. 8, no. 6, pp. 337–354, Dec. 2020, doi: 10.13189/saj.2020.080605.
- [16] A. Sinulingga, T. Nugraha, A. A. P. Karo-Karo, and A. M. N. Pasaribu, "Application and impact of scientific approaches physical education and sports in school," *Talent Development & Excellence*, vol. 12, no. 3s, pp. 857–863, 2020, Accessed: Nov. 25, 2023. [Online]. Available: <http://repository.ubharajaya.ac.id/13506/2/JURNAL%20JTDE.pdf>
- [17] J. Alpen *et al.*, "Trends in scientific publication of traditional game learning models in physical education and sports in Indonesia: A bibliometric analysis," *Journal Sport Area*, vol. 7, no. 2, pp. 214–226, Aug. 2022, doi: 10.25299/sportarea.2022.vol7(2).9072.
- [18] D. T. Iwandana, A. Falaahudin, and W. A. Nugroho, "Sport values in traditional games as playing activities for children," *TEGAR: Journal of Teaching Physical Education in Elementary School*, vol. 4, no. 2, pp. 96–100, May 2021, doi: 10.17509/tegar.v4i2.33798.
- [19] A. Do Karmo, J. Tangkudung, and Moch. Asmawi, "An evaluation of the traditional sports festival program at the national level," *Indonesian Journal of Educational Review (IJER)*, vol. 6, no. 1, pp. 1–10, 2019, Accessed: Nov. 25, 2023. [Online]. Available: <https://journal.unj.ac.id/unj/index.php/ijer/article/view/12582>
- [20] B. Prabucki, *Traditional sports and games in the contemporary world: The new face of sport?* United Kingdom: Cambridge Scholars Publishing, 2022.
- [21] R. Sudarwo, E. Kurniawan, J. Irmansyah, M. Mujriah, and B. R. N. Esser, "The effectiveness of Lombok traditional games on increasing physical literacy of elementary school," *Jurnal Keolahragaan*, vol. 11, no. 1, pp. 95–103, Apr. 2023, doi: 10.21831/jk.v11i1.58316.
- [22] H. Suri, "Purposeful sampling in qualitative research synthesis," *Qualitative Research Journal*, vol. 11, no. 2, pp. 63–75, 2011, doi: 10.3316/QRJ1102063.
- [23] J. W. Creswell and C. N. Poth, *Qualitative inquiry and research design: Choosing among five approaches*, 4th ed. Thousand Oaks, California: SAGE Publications Inc, 2018.
- [24] Z. A. Poucher, K. A. Tamminen, J. G. Caron, and S. N. Sweet, "Thinking through and designing qualitative research studies: A focused mapping review of 30 years of qualitative research in sport psychology," *Int Rev Sport Exerc Psychol*, vol. 9858, pp. 1–24, Aug. 2019, doi: 10.1080/1750984X.2019.1656276.
- [25] P. Fusch, G. E. Fusch, and L. R. Ness, "Denzin's paradigm shift: Revisiting triangulation in qualitative research," *Journal of Social Change*, vol. 10, no. 1, pp. 19–32, 2018, doi: 10.5590/JOsc.2018.10.1.02.
- [26] J. Sutton and Z. Austin, "Qualitative research: Data collection, analysis, and management," *Can J Hosp Pharm*, vol. 68, no. 3, pp. 226–231, Jun. 2015, doi: 10.4212/cjhp.v68i3.1456.
- [27] M. B. Miles, A. M. Huberman, and J. Saldana, *Qualitative data analysis: A methods sourcebook*, 3rd ed. United States of America: SAGE Publications, Inc., 2014.
- [28] L. Tufford and P. Newman, "Bracketing in qualitative research," *Qualitative Social Work*, vol. 11, no. 1, pp. 80–96, 2012, doi: 10.1177/1473325010368316.
- [29] K. R. Howe, "Mixed methods, triangulation, and causal explanation," *J Mix Methods Res*, vol. 6, no. 2, pp. 89–96, 2012, doi: 10.1177/1558689812437187.
- [30] A. Suherman, T. Supriyadi, and S. H. I. Cukarso, "Strengthening national character education through physical education: An action research in Indonesia," *International Journal of Learning, Teaching and Educational Research*, vol. 18, no. 11, pp. 125–153, Nov. 2019, doi: 10.26803/ijlter.18.11.8.
- [31] Abrar, "The implementation of model of student sport coaching and development in public policy perspective, Manado North Sulawesi 2010," *Journal of Physical Education and Sports*, vol. 1, no. 1, pp. 1–12, 2012.

- [32] H. Firmansyah, "Physical education and character education," in *Proceedings of the 6th International Conference on Educational, Management, Administration and Leadership*, Paris, France: Atlantis Press, 2016. doi: 10.2991/icemal-16.2016.65.
- [33] R. Y. H. Umah, "Character education based on local wisdom: Exploring the 'Dongkrek Dance' culture as an effort to internalize character values in learning arts in elementary schools," *Al-Bidayah: Jurnal Pendidikan Dasar Islam*, vol. 12, no. 2, pp. 283–296, Apr. 2021, doi: 10.14421/al-bidayah.v12i2.261.
- [34] M. A. H. Putra, "Building character education through the civilization nations children," *The Kalimantan Social Studies Journal*, vol. 1, no. 1, p. 12, Oct. 2019, doi: 10.20527/kss.v1i1.1252.
- [35] G. Kancanadana, O. Saputri, and V. Tristiana, "The existence of traditional games as a learning media in elementary school," in *Proceedings Book International Conference on Early and Elementary Education*, M. T. Hidayat, Ed., Surakarta: Universitas Muhammadiyah Surakarta, May 2021, pp. 31–39. Accessed: Nov. 25, 2023. [Online]. Available: <http://hdl.handle.net/11617/12536>
- [36] D. Novianti, I. M. Sriundy Mahardika, and A. R. Tuasikal, "Improvement of physical, honesty, discipline and cooperation in class IV elementary school students through circuit training learning model," *Budapest International Research and Critics in Linguistics and Education (BirLE) Journal*, vol. 3, no. 1, pp. 244–250, Feb. 2020, doi: 10.33258/birle.v3i1.785.
- [37] S. Gultom, Baharuddin, D. Ampera, D. Endriani, I. Jahidin, and S. Tanjung, "Traditional games in cultural literacy to build the character of elementary school students during the COVID-19 Pandemic," *NeuroQuantology*, vol. 20, no. 5, pp. 704–712, May 2022, doi: 10.14704/nq.2022.20.5.NQ22226.
- [38] V. Hendrayuda, T. Rahayu, and H. Setyawati, "The development of aquatic learning model in elementary school through traditional game Lit-litan," *Journal of Physical Education and Sports*, vol. 8, no. 1, pp. 33–38, 2018.
- [39] M. F. Karacabey, "School principal support in teacher professional development," *International Journal of Educational Leadership and Management*, vol. 9, no. 1, pp. 54–75, Jan. 2021, doi: 10.17583/ijelm.2020.5158.
- [40] S. S. Şahenk, "Characteristics of the headmasters, teachers and students in an effective school," *Procedia Soc Behav Sci*, vol. 2, no. 2, pp. 4298–4304, 2010, doi: 10.1016/j.sbspro.2010.03.682.