

## Implementation of Physical Education Learning Based on Local Wisdom in the Form of Traditional Games in Balangan Regency

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### ABSTRACT

This study aims to analyse the implementation of local wisdom-based Physical Education learning through traditional games in Elementary Schools in three sub-districts in Balangan Regency. The study used a quantitative approach with a descriptive method. Data were collected through structured observations in six accredited elementary schools selected by purposive sampling. The results showed that traditional games, Baasinan and Balogo were the types most widely used in learning. These games support the development of students' motor skills such as coordination, agility, strength, and balance. The integration of traditional games in core learning has been shown to increase students' motivation, participation, and understanding of the concept of movement. Despite the limited number of teachers and high workload, teachers are still able to carry out learning systematically, including in the evaluation aspect.

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A. Conception and design of the study;  
B. Acquisition of data;  
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D. Manuscript preparation;  
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## INTRODUCTION

Physical Education (Penjas) has an important role in supporting the physical, mental, and social development of students, especially at the Elementary School (SD) level. Based on Law of the Republic of Indonesia No. 20 of 2003 concerning the National Education System, physical education aims to improve the physical fitness of students and teach fundamental values such as cooperation, discipline, responsibility, and sportsmanship (Kemdikbud, 2013). The main task in organising physical education is to help students undergo the process of growth and development optimally in physical, motoric, mental, and social aspects. (Lengkana & Sofa, 2017).

According to Rusli Lutan (2001), learning is "a change in behaviour as a result of experience, not because of the influence of hereditary factors or maturity." The expected

behavioural changes from this learning process are permanent and can be observed through the real actions of students. Therefore, ideal teaching in physical education in elementary schools should provide a learning experience that is enjoyable, meaningful, and in accordance with the child's development (Lutan, 2001). Ideal learning not only emphasises physical aspects and motor skills, but also develops the character, social aspects, and cognitive aspects of students. In practice, physical education teachers must be able to develop creative, varied, and contextual learning models so that students are not only active but also understand the benefits of each physical activity carried out. One effective approach is the integration of local cultural elements in physical education learning. This can provide a learning experience that is closer to students' daily lives and helps preserve local culture (Riyanto et al., 2016).

The implementation of effective and meaningful learning requires teaching methods that are not only interesting but also able to optimise student participation. The characteristics of effective physical education learning in elementary schools involve the use of varied and interactive methods (Sappile et al., 2024). Physical education teachers must be able to create a fun and supportive learning environment so that students feel motivated to actively participate in every activity (Pratiwi et al., 2024). In this context, traditional game-based learning models are one of the alternatives that can be used to increase students' interest in learning and maintain local culture. Traditional game-based learning provides a more natural and contextual learning experience because it contains social, motoric elements, and cultural values that are passed down from generation to generation (Rizky & Purnomo, 2021).

Balangan Regency, as one of the areas in South Kalimantan, has a cultural wealth in the form of traditional games that are still known by the community. Traditional games in South Kalimantan can be distinguished based on the presence or absence of folk songs. Games that involve folk songs include Cuk Cuk Bimbi, Jang Panjang, Ular Naga, Ampar-Ampar Pisang, and so on. Meanwhile, there are also traditional games that do not use songs, but are more dominated by physical activities, such as Ajakan Tukup (hide and seek), Ajakan Bukah (running game), Ajakan Dungkung (squatting game), Ajakan Pingkut (holding game), Baasinan, Saman, and Keleker (marbles). All of these games have been around for a long time and are part of the characteristics of traditional children's games in South Kalimantan (Cahaya, 2015). However, along with the development of an increasingly modern era, traditional games have begun to be replaced by technology-based games, so that their existence is increasingly threatened with extinction. Therefore, it is important to develop physical education based on local wisdom to preserve culture and provide a more contextual learning experience for students. To maintain the relevance and effectiveness of learning, traditional game-based physical education needs to be adapted to the teaching and learning conditions that exist in schools. (Damayanti et al., 2023).

Effective Physical Education learning must be adjusted to the needs of students, school conditions, and the availability of facilities and infrastructure. Teachers are expected to use explorative, participatory, and direct experience-based methods so that

students not only understand the concept of movement but are also able to apply it in everyday life. Traditional games can be an alternative interesting learning medium because they contain elements of challenge, social interaction, and cultural values that can enrich students' learning experiences (Rizkina, 2023). With a local wisdom-based approach, students not only develop motor skills but also strengthen character and togetherness in their social environment (Ningsih, 2024). Therefore, this study aims to analyse the implementation of physical education learning based on the local wisdom of traditional games in Balangan Regency.

## METHODS

This study uses a quantitative approach with a descriptive method. The population in this study were all Elementary Schools (SD) in three selected sub-districts in Balangan Regency, namely Paringin, Baturmendi, and Lampihong. The selection of these sub-districts was based on variations in geographical conditions, diversity of socio-economic backgrounds or communities that are considered to be able to represent the characteristics of traditional game-based Physical Education learning in Balangan Regency. The sample in this study was selected using the purposive sampling method, namely, based on certain predetermined criteria. From the population of all Elementary Schools (SD) in the three selected sub-districts (Paringin, Baturmendi, and Lampihong), 6 Schools were selected as research samples. Sample selection was based on the following criteria: (1) Accredited Elementary School A, (2) Elementary schools that have physical education teachers who are certified, and (3) Ease of access to research.

The research instrument used in this study was observation or observation designed to collect quantitative data on the implementation of Penjas learning based on the local wisdom of traditional games in Elementary Schools. Observations were conducted to assess aspects such as the types of traditional games used, suitability with Penjas material, learning methods, obstacles faced, and the effectiveness of the implementation of traditional games. Data were obtained through direct observation of learning activities taking place in the classroom or field.

**Table 1.**  
Observation Sheet Grid

No	Theory & Definition	Indicator	Observation Items
1.	Sidentop (1994) explains the Sports Education Model: 1) sports are an advanced form of play, (2) sports are an important part of culture, (3) students must exercise through physical education because of the second assumption, and (4) students' participation in sports must be following their development.	Implementation of Traditional Games	a. Type of traditional game used; b. Frequency of traditional games in learning. c. Alignment with PE materials
2.	Benjamin Bloom (1965) classified learning objectives into three domains: cognitive, affective (emotions and attitudes), and psychomotor (physical skills).	Learning Objectives of Traditional Games	a. Development of motor skills; b. Reinforcement of movement concept understanding (theory and practice); c. Enhancement of student social interaction

No	Theory & Definition	Indicator	Observation Items
3.	Gagne(1977) explains that learning is a set of processes that are internal to each individual as a result of the transformation of stimuli originating from external events in the individual's environment (conditions). For external conditions to be more meaningful, they should be organised in a sequence of learning events (methods or treatments).	Learning Management	a. How traditional games are integrated into lessons. b. The teacher's approach to delivering traditional games
4.	Bafadel (2008:2) explains that educational facilities and infrastructure are important factors in educational success.	Implementation Barriers	a. Availability of facilities and supporting infrastructure
5.	Gagne (1985) found that there are five categories of learning abilities, namely intellectual skills, cognitive strategies/strategies, verbal information, motor skills and attitudes.	Learning Effectiveness	a. Improvement in student understanding; b. Increased motivation and participation; c. Impact on student skills
6.	Bloom (1956) - Taxonomy of Educational Objectives: Evaluation should include cognitive, affective, and psychomotor aspects.	Learning Evaluation	a. Assessment criteria in traditional games. b. Alignment of evaluation with learning objectives; c. Inclusion of assessment in lesson plans (RPP)

The data obtained from the observation results were analysed descriptively and quantitatively. Each observation item that had been collected from six elementary schools was processed in the form of frequency and percentage tabulations. This analysis aims to describe the tendency of the implementation of traditional game-based physical education learning based on predetermined indicators, such as the type of game used, frequency of implementation, motor skill development, learning management, effectiveness and obstacles to implementation. The results of the analysis are presented in the form of tables and narrative descriptions to facilitate interpretation and draw conclusions regarding the practice of local wisdom-based physical education learning in Balangan Regency.

## RESULTS AND DISCUSSION

### Result

This research was conducted in three sub-districts in Balangan Regency, namely Paringin, Lampihong, and Baturamandi. The list of schools that were the research samples is shown in the following table:

**Table 2.**  
Research Sample Data

No	Subdistrict	School
1.	Paringin	SDN Paringin 1 SDN Paringin 2
2.	Lampihong	SDN Simpang 3 SDN Batu Merah 3
3.	Baturamandi	SDN Mampari SDN Pelajau

The selection of these six schools was based on considerations of regional representativeness and the availability of sports teachers. Each sub-district was chosen as a representation of the diverse geographical and socio-economic conditions in Balangan Regency. The schools selected were A-accredited State Elementary Schools, which were administratively and academically deemed worthy of being research locations.

**Table 3.**  
Types of Traditional Games

No	Types of Traditional Games	Number of Schools	Persentase
1.	<i>Baasinan</i>	4	66,7%
2.	<i>Balogo</i>	2	33,3%
<b>Total</b>		<b>6</b>	<b>100%</b>

The Baasinan game is used by 4 schools (66.7%), while Balogo is used by 2 schools (33.3%).

**Table 4**  
Frequency of Traditional Games

Frequency of Traditional Games				
No	Types of Traditional Games	Frequency	Number of Schools	Persentase
1.	Baasinan	1 Times	2	33,3%
		2 Times	1	16,7%
		4 Times	1	16,7%
2.	Balogo	1 Times	1	16,7%
		4 Times	1	16,7%
Total			6	100%

A total of 2 schools (33.3%) implemented the traditional game Baasinan once in one semester. 1 school (16.7%) implemented Baasinan twice and four times, respectively. Meanwhile, for Balogo, 1 school (16.7%) played it once, and another school (16.7%) played it four times.

**Table 5.**  
Motor Skills Development

No	Types of Traditional Games	Motor Skills Development	Number of Schools	Persentase
1.	<i>Baasinan</i>	Coordination, Strength, Agility	4	66,7%
2.	<i>Balogo</i>	Coordination, Balance	2	33,3%
<b>Total</b>			<b>6</b>	<b>100%</b>

A total of 4 schools (66.7%) that used *Baasinan* showed motor skill development in the form of coordination, strength, and agility. While 2 schools (33.3%) that used *Balogo* focused on coordination and balance.

**Table 6.**  
Movement activities that are part of Physical Education

No	Types of Traditional Games	Movement activities that are part of Physical Education	Number of Schools	Persentase
1.	<i>Baasinan</i>	Jumping, Running	4	66,7%
2.	<i>Balogo</i>	Throwing/Hitting	2	33,3%
<b>Total</b>			<b>6</b>	<b>100%</b>

As many as 4 schools (66.7%) that implemented *Baasinan* brought up dominant movement activities in the form of running and jumping. While 2 schools (33.3%) that used *Balogo* focused on throwing/hitting activities.

**Table 7.**

Game Management in Learning

Game Management in Learning				
No	Types of Traditional Games	Game Management in Learning	Number of Schools	Persentase
1.	Baasinan	Main Activity	3	50%
		Warm-up, Main Activity, Cool-down	1	16,7%
2.	Balogo	Main Activity	1	16,7%
		Warm-up, Main Activity, Cool-down	1	16,7%
Total			6	100%

A total of 3 schools (50%) implemented the traditional game *Baasinan*, at the core learning stage, 1 school implemented it in the warm-up, core learning, and cool-down. Furthermore, 1 school (16.7%) implemented the traditional game *Balogo* at the core learning, and 1 school (16.7%) implemented it in the warm-up, core learning and cool-down.

## Discussion

Traditional games are an important part of the nation's cultural heritage, which is full of local wisdom values (Wulandari, 2023). The results of the study showed that the traditional games *Baasinan* and *Balogo* are the types of games that are most widely applied in physical education learning in six Elementary Schools in Balangan Regency. This is because both games are relatively easy to play, cheap and widely known by students. Traditional games such as *Baasinan* and *Balogo* have local cultural roots and naturally contain elements of physical education such as running, coordination, cooperation, and sportsmanship, so that they are worthy of being part of the physical education curriculum (Rainatul Agustina & Khasyi, 2023). The use of games rooted in local wisdom is in line with Sidentop's (1994) view that sports and games are an important part of culture that must be adapted to the development of students.

The suitability of the games used with the learning objectives of Physical Education is reflected in the selection of activities that are not only culturally relevant but also support the achievement of physical and social aspects. The *Baasinan* game encourages running and jumping activities that can develop motor skills in the form of strength and agility (Hijratullah & Sari, 2024). While *Balogo* emphasises coordination, accuracy and balance when it comes to hitting the logo (Irmawati & Resviya, 2023). This strengthens the role of traditional games in the psychomotor domain as classified by Bloom (1965), which places physical skills as an integral part of the complete learning process.

Research by Arie Rakhman and Basuki Wibawa (2019) states that traditional games of Banjar people contain character values such as responsibility, cooperation, sportsmanship, and can build an attitude of respect and discipline. This strengthens that physical education learning that integrates traditional games is not only effective in the psychomotor aspect, but also in the affective and cognitive domains of students (Rakhman & Wibawa, 2019).



Game management in Physical Education learning shows differences in strategy between schools. Some teachers choose to place traditional games at the core stage of learning. This strategy shows that games are focused as the main activity to train students' motor skills. Meanwhile, some schools integrate traditional games from warming up, core, to cooling down. This difference reflects the way teachers manage the flow of activities to keep them fun and effective. In addition, teachers also explain the rules of the game before the activity begins, as a form of strengthening students' understanding of the flow and procedures of the game (Ma'arif, 2024). Gagné (1977) explains that the learning process will be more meaningful if learning events are organised systematically from beginning to end, so that each activity contributes to students' understanding and skills.

The availability of facilities and infrastructure, such as fields, is a major supporting factor in the implementation of traditional games. All schools in this study have adequate field facilities. However, the obstacles faced by schools are the limited number of Physical Education teachers and the high teaching load (Makorohim et al., 2021). Bafadel (2008) stated that educational success is influenced by a combination of physical facilities and adequate human resource support. Despite facing these obstacles, teachers continue to carry out the learning process systematically, including in the evaluation aspect.

Evaluation in physical education learning shows that teachers use clear assessment criteria that are aligned with learning objectives. The assessments carried out do not only focus on student movement results, but also include the participation process, level of involvement, and student attitudes during the game. This evaluation follows Bloom's taxonomy (1956), which emphasises the importance of assessing cognitive, affective, and psychomotor aspects simultaneously. In addition, assessments of traditional games have been included in each teacher's Learning Implementation Plan (RPP), indicating that traditional games are not just a complement, but an integrated part of the formal physical education curriculum.

The effectiveness of traditional games in physical education learning can also be seen from the increase in student motivation, understanding, and participation. The teacher explained that students were more enthusiastic, active, and easily understood the material when learning was presented in the form of traditional games. This is in line with Gagné's theory (1985), which states that the learning process will be more effective if students are directly involved and gain fun and relevant learning experiences. Research by Hutomo and Kurniawan (2025) supports this finding, stating that traditional games can significantly increase students' participation and social skills. Likewise, Damayanti et al. (2023) emphasised that traditional games not only function as learning media but also as a tool for preserving local culture that enriches the affective dimension in physical education.

In line with Siti Raguan's research, Arie Rakhman and Rahmadi (2024) found that traditional games implemented at Elementary School Tanipah were able to improve students' communication, cooperation, and sense of responsibility. Children were not only physically active, but also demonstrated the ability to resolve conflicts peacefully and work together in preparing and tidying up game equipment. This confirms that

traditional games have an important role in shaping students' character through fun and culturally valuable learning (Raguan et al., 2024).

Traditional games have been proven to have many benefits for physical education learning, but in reality, many teachers still prefer to use modern games such as soccer, volleyball, or basketball in learning activities. One of the reasons underlying this choice is that teachers are more familiar and feel more prepared to teach these games; besides that, not all teachers have received training or practical guidance on how to implement traditional games in the classroom, so they tend to stick to the methods that are usually applied. Modern games are also considered more competitive and relevant for preparing for inter-school competitions. In addition, some teachers argue that traditional games have not been fully supported by the curriculum or textbooks, especially if the facilities available at the school are still limited. The lack of support from schools for local culture-based learning innovations also poses a challenge in efforts to preserve traditional games through physical education.

## CONCLUSION

Based on the results of the study, it was concluded that the implementation of local wisdom-based Physical Education learning in the form of traditional games in Balangan Regency has been going quite well. *Baasinan* and *Balogo* games are the types of games most often used by teachers in learning activities. Both are considered capable of supporting the development of students' motor skills, such as coordination, agility, strength, and balance. The use of these traditional games can also increase students' motivation, participation, and understanding of Physical Education material more enjoyably and contextually. Learning management strategies vary between schools, both in the placement of games in the learning phase and in the implementation of evaluations. In general, traditional games have proven effective as learning media that not only develop psychomotor aspects but also local social and cultural values.

Based on the findings of this study, it is recommended that Physical Education teachers use traditional games more frequently and consistently as an effective learning strategy. The use of games based on local wisdom has been proven to increase student engagement, motivation, and motor skills. To support more optimal implementation, training and practical guidance are needed for teachers, especially in preparing lesson plans that systematically integrate traditional games. In addition, the role of local governments and education offices is very important in providing policy support, providing facilities and infrastructure, and developing a curriculum that is more accommodating to local culture-based learning approaches.

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