



## Overview of Student Perceptions of Traditional Sports at Universitas Negeri Makassar

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### Abstract

Traditional sports have cultural values and can play a vital role in improving physical fitness and preserving cultural heritage. The popularity of traditional sports has shifted over time. This study uses a qualitative descriptive approach to determine students' perceptions of traditional sports. The sample of this study involved 217 active students of the Faculty of Sports and Health Sciences at Makassar State University. This study used a questionnaire that measured students' perceptions through indicators of interest in participating in traditional sports learning, efforts to pay attention to learning, behavior during learning, facilities available during learning, and the role of lecturers in traditional games learning. The results indicated that students demonstrated a high level of interest in participating in traditional games learning, exhibited strong attention to the instructional materials, and showed positive behavioral engagement throughout the learning process. The availability of traditional sports facilities was perceived favorably, and the lecturer's role in facilitating traditional games learning received strong positive evaluations from students. This indicates that students have a good perception of traditional sports and traditional sports are not only seen as enjoyable physical activities, but also as educational tools that have cultural value and are relevant to be preserved amidst the changing times.

### How to Cite

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## INTRODUCTION

Traditional sports originally developed from folk games that were played as a form of entertainment to fill spare time, due to their enjoyable nature and low cost of implementation (Fauzi et al., 2023). Indonesia is an archipelagic country rich in cultural diversity, arts, and local wisdom, including traditional games and sports that have been passed down from generation to generation (Nofrizal et al., 2024). This heritage has become a source of pride and enjoyment for the communities that preserve it through various physical activities, particularly in the form of traditional games and sports (Nofrizal et al., 2024). Various folk games that are widely known and have now become part of traditional sports include egrang, terompah panjang, patok lele, gobak sodor (hadang), sumpitan, gebuk bantal, gasing, lari balok, tarik tambang, benteng, dagongan, panjat pohon pinang, sepak raga, lomba perahu, lompat batu Nias, karapan sapi, and so on (Fauzi et al., 2023).

Traditional sports have educational values that are in line with various educational philosophies. Many of them emphasize teamwork, communication, and cultural, spiritual, and recreational aspects (Setiawan et al., 2024). This provides a more meaningful experience for students. Revitalizing traditional sports in the physical education curriculum not only preserves cultural heritage but also improves students' physical fitness (Setiawan et al., 2024). According to (Tang & Guan, 2022), student involvement in these sports can foster appreciation for their culture and encourage the passing on of traditions. By providing a variety of activity options, educators can foster students' love of physical activity and combat sedentary lifestyles (Setiawan et al., 2024).

Traditional sports have significant cultural value and can play a vital role in improving physical fitness and preserving cultural heritage. Various studies have explored strategies and approaches to reintegrating traditional sports into modern society and education systems (Setiawan et al., 2024).

Traditional sports games are now threatened by modern gadget-based games (Sadiyah & Susanto, 2020). Traditional games are perceived as outdated compared to dynamic and individual digital games (Rahman et al., 2025). The rapid growth of digital technology, urbanization, and global entertainment trends have led to a decline in the popularity of traditional games. Modern digital games are more appealing to young people, and urban migration has reduced the communal spaces needed for traditional games (Rahman et al., 2025).

In recent years, there has been a significant reduction in the emphasis on traditional sports in the physical education curriculum in schools (Setiawan et al., 2024). Various factors have contributed to this, such as budget constraints, pressure to meet exam standards, and a shift in focus to non-physical subjects (Setiawan et al., 2024). With fewer resources allocated to physical education, the variety of physical activities available to students has also declined (Herold, 2020) (Setiawan et al., 2024).

Various factors influence changes in attitudes toward traditional sports. Internal factors arise from within oneself in the form of feelings of joy, comfort, enthusiasm, and emotion. Meanwhile, external factors arise due to stimuli or encouragement from outside oneself, such as the environment, parents, and teachers. In addition, social issues and cultural norms are very important in maintaining desire and commitment to the desired consequences and results. Sociocultural factors significantly influence participation in sports by shaping attitudes, prospects, and behaviors related to sports and physical activity (Fahmeed et al., 2024).

Traditional sports in Indonesia play a significant role as part of the cultural heritage that represents local identity and the diversity of the nation's traditions. Although modern sports currently dominate in terms of practice and popularity, students' views on traditional sports remain a relevant topic that is worthy of in-depth study.

This study was conducted to determine students' perceptions of traditional sports among students of the Faculty of Sports Science and Health at Universitas Negeri Makassar in order to identify the extent to which students understand, appreciate, and assess the role of traditional sports in the context of learning, character development, and preservation of local culture. Additionally, this study also aims to identify the factors that influence students' level of participation and interest in traditional sports, both from pedagogical and social aspects, as well as the supporting facilities available on campus.

This study offers a new perspective by examining how young adults—specifically students of the Faculty of Sports Science and Health at Universitas Negeri Makassar—perceive traditional sports amid rapid societal and cultural changes. Unlike previous research that generally focuses on participation outcomes or cultural narratives, this study assesses students' perceptions through a systematically structured, five-dimensional integrated framework, providing a deeper analytical understanding. The findings are expected to generate new insights that can inform

strategies for the preservation, revitalization, and continued development of traditional sports within contemporary educational environments.

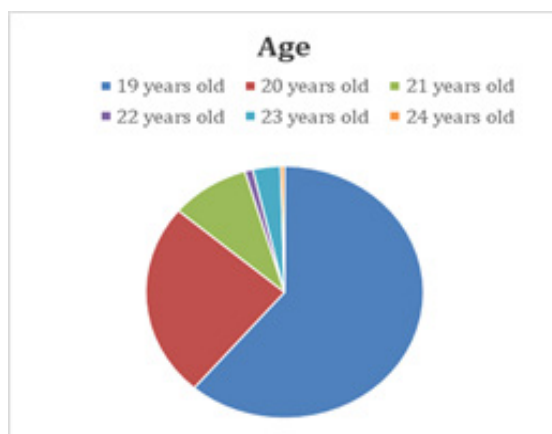
## METHODS

This study used a qualitative descriptive approach with an observational design. The population in this study was all active students of the Faculty of Sports Science and Health, Universitas Negeri Makassar. The sampling technique used was purposive sampling, with the criteria being students who had taken courses related to traditional sports. The sample size in this study was 217 students from the 2020-2024 cohorts. Data collection was conducted in May-June 2025.

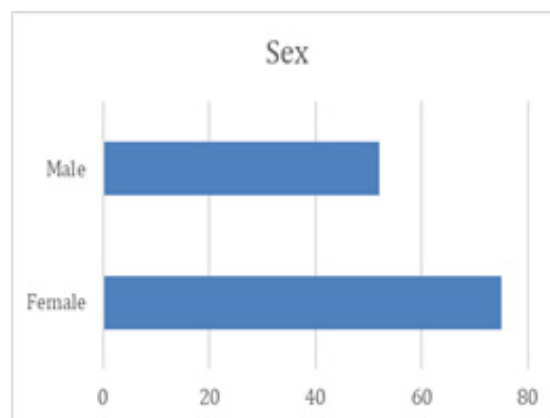
Data collection techniques were carried out using questionnaires adapted to a Likert scale with four answer choices, namely: strongly agree, agree, disagree, and strongly disagree. The questionnaire indicators measured in this study included interest in participating in traditional game learning, effort to pay attention to learning, behavior during learning, facilities available during learning, and the role of lecturers during traditional game learning, which were developed into three questions for each indicator.

## RESULTS AND DISCUSSION

The subjects in this study were students of the Faculty of Sports Science and Health, Universitas Negeri Makassar, class of 2020–2024. The selection of subjects was based on their involvement in the learning process related to traditional sports during their studies. The age and gender distribution of respondents is shown in the following figure, which provides a demographic overview of the characteristics of the participants in this study, namely:



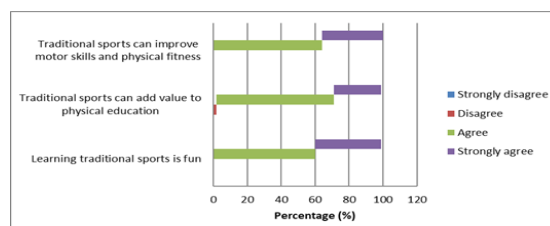
**Figure 1.** Respondents distribution based on age.



**Figure 2.** Respondents distribution based on sex.

The percentage distribution of respondents based on age shows that 19-year-olds are the largest group (61.29%), followed by 20-year-olds (24.88%), 21-year-olds (19.22%), and 2023-year-olds (3.23%). The 22-year-old and 21-year-old age groups show a much smaller proportion (<1%). The distribution of respondents by age shows that the majority of respondents are female (59.45%), while males account for 40.55%.

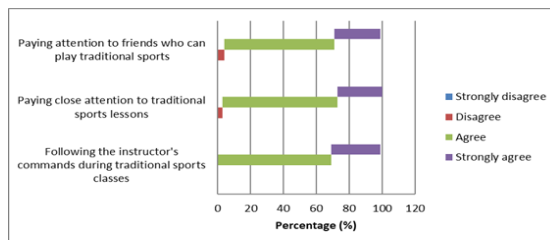
The description of students' perceptions of interest in traditional sports is shown in the following **Figure 3**.



**Figure 3.** Responses to interest in participating in traditional sports: Traditional sports can improve motor skills and physical fitness; Traditional sports can add value to physical education; Learning traditional sports is fun.

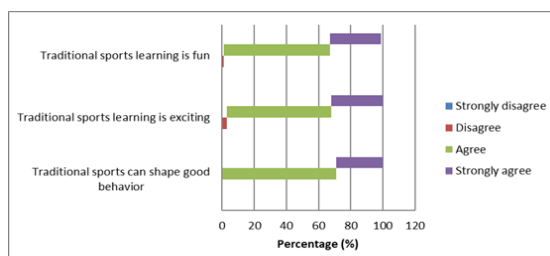
A total of 78 respondents strongly agreed and 138 respondents agreed that traditional sports can improve motor skills and physical fitness. These findings reflect a very high level of confidence in the functional value of traditional sports in terms of physical development. Only one respondent strongly disagreed, and no respondents disagreed. Meanwhile, 61 respondents strongly agreed and 150 respondents agreed that traditional sports can contribute to improving the value of physical education. There were six respondents who disagreed, consisting of five who disagreed and one who strongly disagreed. A total of 85 respondents strongly agreed, 130 respon-

dents agreed, one respondent disagreed, and one respondent strongly disagreed that traditional sports are enjoyable and encourage their interest in participating.



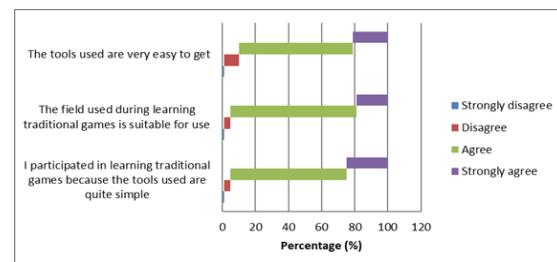
**Figure 4.** Responses to efforts to pay attention to learning: Paying attention to friends who can play traditional sports; Paying close attention to traditional sports lessons; Following the instructor's commands during traditional sports classes.

Regarding the attitude of paying attention to friends who are able to play traditional sports, 61 respondents strongly agreed and 146 respondents agreed, while 9 respondents disagreed and 1 respondent strongly disagreed. These findings reflect social values, such as curiosity, appreciation for friends' skills, and the potential for positive social interaction in the context of traditional sports. Meanwhile, regarding the attitude of paying attention to traditional sports learning, 59 respondents strongly agreed and 151 respondents agreed, while 6 respondents disagreed and 1 respondent strongly disagreed. This reflects the positive attitude of students towards the learning process provided by lecturers. The attitude towards following the lecturer's instructions during traditional sports lectures is reflected in 66 respondents who strongly agreed and 149 respondents who agreed, while 1 respondent disagreed and 1 respondent strongly disagreed. This finding shows a high level of commitment to compliance and discipline, making traditional sports not only a physical activity but also an effective medium for character education.



**Figure 5.** Responses to behavior during learning: Traditional sports learning is fun; Traditional sports learning is exciting; Traditional sports can shape good behavior.

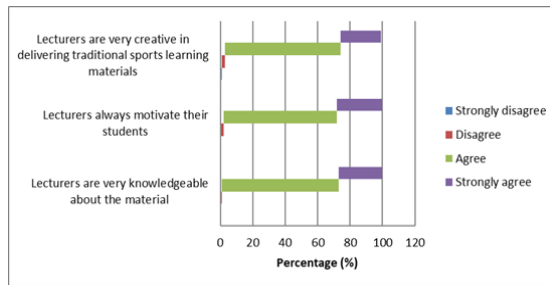
A total of 70 respondents strongly agreed and 143 respondents agreed that traditional sports learning is a fun activity, while 3 respondents disagreed and 1 respondent strongly disagreed. This shows that traditional sports have a positive appeal that can increase motivation in learning. Regarding the statement that traditional sports education can generate enthusiasm, 69 respondents strongly agreed and 141 respondents agreed, while 6 respondents disagreed and 1 respondent strongly disagreed. This indicates that traditional sports can encourage active participation and enthusiasm among students in the learning process. Furthermore, 62 respondents strongly agreed and 154 respondents agreed that traditional sports learning can shape good behavior, while only 1 respondent strongly disagreed. These findings indicate that traditional sports are seen as an effective medium for instilling positive values and character building.



**Figure 6.** Facilities available during learning: The tools used are very easy to get; The field used during learning traditional games is suitable for use; I participated in learning traditional games because the tools used are quite simple.

A total of 47 respondents strongly agreed and 149 respondents agreed that the ease of obtaining traditional game equipment was one of the reasons for participating in the learning process. Meanwhile, 19 respondents disagreed and 2 respondents strongly disagreed. These results indicate that accessibility to game equipment is an important factor that supports participation in traditional sports activities. Furthermore, 41 respondents strongly agreed and 165 respondents agreed that the fields used in traditional game learning were suitable for use, while 9 respondents disagreed and 2 respondents strongly disagreed. Regarding the simplicity of the tools used, 54 respondents strongly agreed and 153 respondents agreed, while 8 respondents disagreed and 2 respondents strongly disagreed. These results confirm that the simplicity of traditional game tools is considered to facilitate implementation and encourage active participant involvement in the learning process.





**Figure 7.** Responses to the role of lecturers in traditional sports learning: Lecturers are very creative in delivering traditional sports learning materials; Lecturers always motivate their students; Lecturers are very knowledgeable about the material.

A total of 55 respondents strongly agreed and 155 respondents agreed that the creativity of lecturers in delivering traditional game learning materials was the reason they participated in the learning process. Meanwhile, 5 respondents disagreed and 2 respondents strongly disagreed. These results indicate that innovative and interesting teaching methods have a significant influence on increasing student interest and participation. Furthermore, 60 respondents strongly agreed and 152 respondents agreed that the motivation provided by lecturers was an important factor that encouraged them to participate in traditional games learning, while 4 respondents disagreed and 1 respondent strongly disagreed. This reflects the important role of lecturers in creating a positive and supportive learning environment. Meanwhile, 58 respondents strongly agreed and 156 respondents agreed that the lecturer's mastery of the material was a reason for participating in the learning process, while 3 respondents disagreed. These results show that the lecturer's competence in mastering the learning material is a crucial factor in supporting student engagement.

This study shows students' positive perceptions of traditional sports. Various aspects studied show students' attitudes towards external and internal factors in modern sports, in line with research conducted by (Hasim et al., 2024), namely a relatively high level of familiarity with traditional sports such as Batu Seremban and Gasing. Research by Wipradana and Lesmana (2021) found that students' interest in traditional games is still very high. This high interest arises from two factors, namely internal factors such as interest, feelings of pleasure, curiosity, aspirations, and intelligence, and external factors such as the availability of facilities and infrastructure, support from the environment, teachers, peers, and family. Availability of facilities and infrastructure, support

from the environment, teachers, peers, and family. Perception and active participation are things that must be considered. Although awareness of traditional sports is relatively high, active student participation in Batu Seremban and Gasing sports is still low (Hasim et al., 2024). This low level of involvement is influenced by a number of factors, including perceptions of the cultural relevance of traditional games in the context of modern life, the influence of the social environment, especially peers, and limited access to facilities and infrastructure that support the implementation of these games (Hasim et al., 2024).

The socio-cultural aspect covers various cultural issues and trends related to participation in sports activities and has a significant influence on individual attitudes and behavior. This condition requires an appropriate response, both procedurally and contextually, in order to adapt to the expected policy direction or objectives (Fahmeed et al., 2024).

The promotion of traditional games must be carried out continuously so that they become a cultural heritage that is always known by the wider community. Therefore, the utilization of traditional games must be carried out to anticipate the loss or extinction of traditional games in Indonesia (Dewi, 2025).

While acknowledging the cultural significance of traditional sports, it is important to address the challenges that hinder the widespread involvement of traditional sports among young people (Hasim et al., 2024). Factors such as modernization, technology, and changing lifestyle preferences may contribute to declining interest (Hasim et al., 2024). Identifying these challenges is crucial for developing effective strategies to promote the integration of traditional sports into the educational framework (Hasim et al., 2024).

Traditional sports have inherent educational values that are in line with various educational philosophies. Many traditional sports emphasize teamwork, cooperation, and communication, which instill critical social skills in students. In addition, these sports often involve discipline, perseverance, and respect for opponents, all of which contribute to character development and ethical behavior (Setiawan et al., 2024).

Traditional sports are not merely physical activities; they embody the cultural identity and history of a community or society. Incorporating traditional sports into physical education improves physical health and fosters a sense of pride and cultural awareness among students (Setiawan et al., 2024).

Sports should not be reduced to mere com-

petition or spectacle. Sports have the power to unite communities, encourage social interaction, transmit values, and serve as a metaphor for the greater struggles of life (Broch, 2022). Traditional games teach cooperation, communication, and problem-solving while respecting rules. Other values that are also formed are leadership, good relationships with others, and sharing (Sholehatun et al., 2023). Ethically, these games emphasize sportsmanship, honesty, and fair play, all of which are relevant to creating healthy competition. Participation in these games also helps players learn to appreciate victory and defeat, build self-confidence, and develop tolerance and resilience (Maulana et al., 2021). Research findings indicate that traditional sports games play a significant role in shaping various character values, so traditional games not only serve as a means of recreation but also as an effective medium for personal and social development (Hananingsih et al., 2024).

In cultures where sports are highly valued, participation rates tend to be higher because countries with strong traditions in certain sports often show widespread enthusiasm and participation in these activities in order to achieve desired results (Fahmeed et al., 2024).

The introduction of traditional sports games can be done through sports learning activities as well as physical education and health education in schools. By integrating traditional sports game material into the physical education curriculum, it is hoped that positive character can be formed in students while preserving traditional games so that they do not become extinct with the passage of time (Alpen et al., 2022; Hananingsih et al., 2024).

The implementation of this traditional sports education curriculum not only contributes to improving cultural literacy and knowledge among the younger generation, but also supports efforts to preserve traditional sports themselves (Nofrizal et al., 2024). The strategic integration of this curriculum also plays a role in documenting and conserving the cultural values contained in traditional sports practices, thereby strengthening the cultural identity of the community (Nofrizal et al., 2024).

Sports Science students are expected to play an active role in educating and encouraging the community to rekindle their love for their ancestral cultural heritage. Traditional games need to be preserved by all levels of society, regardless of age or background, by introducing them to children from an early age and participating in various cultural activities or parades aimed at

preserving one of the nation's valuable assets (ta-suares Sinaga & Sudijandoko, 2022).

## CONCLUSION

This study shows that students of the Faculty of Sports Science and Health at Universitas Negeri Makassar have a positive perception of traditional sports. This is reflected in the majority of respondents selecting “agree” and “strongly agree” across all measured indicators, including interest in participating in learning activities, attention to the material, behavior during the learning process, availability of facilities, and the lecturer’s role in teaching traditional games. These findings emphasize that traditional sports are perceived not only as enjoyable physical activities but also as culturally valuable educational media that remain relevant to be preserved amid the dynamics of modern developments.

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