

## The Role of Hadang Traditional Sports as Experiential Learning Media to Improve Student Soft Skills

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### Abstract

The importance of an education system that promotes the values of indigenous knowledge and enables the younger generation to become agents of change (change agents) in the future, notably soft skills. This study's objective was to investigate the impact of Hadang Traditional Sports as an Experiential Learning Media on the Improvement of Soft Skills in STKIP Rangkas Bitung Students. This study employs a qualitative survey research design. The subjects of this study were second-semester, third-class Physical Education Study Program STKIP Setia Budhi Rangkasbitung students. One class was selected at random from the number of classes, and two informants were gathered from traditional sports lecturers. This study use observation, interviews, and documentation to acquire data. This study used qualitative model data analysis, which included data reduction, data presentation, and conclusion drawing. Students' abilities change as a result of their participation in the traditional sport of Hadang during experiential learning with traditional sports. They exhibit initiative, self-confidence, and the ability to identify and evaluate an issue in order to generate a new solution. It demonstrates that the physical element is dominating in combat sports. In addition, fighting sports provide a variety of positive values, one of which is teamwork. It was determined that blocking is a sport with many positive values, including teamwork in the form of compact cooperation between two guards so that the opponent cannot escape.

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## INTRODUCTION

Traditional sport is an original game of the people as a cultural asset that has developed over a long period of time and must be preserved because, in addition to being a sport for entertainment, pleasure, and the need for social interaction, it has the potential to improve the physical quality of the perpetrators (Herlambang, 2017). Traditional games are categorized into three groups, namely to play (recreational), games to compete (competitive) and educational games. Traditional games that are recreational are generally done to fill spare time. Traditional games that are competitive, have characteristics that are organized, are competitive, are played by at least 2 people, have rules that are mutually accepted by the participants, while traditional games that are educative have educational elements in them (Hadi, Sinring, & Aryani, 2018).

The importance of an education system that can provide learning by elevating the values of local wisdom is expected to ensure that the younger generation, particularly students who are often referred to as agents of change, have the skills necessary for the future, namely soft skills where one can have communication skills, empathy, a growth mindset, be adaptive and collaborative (Burhaein, 2017). The development of the personality and character of the nation's human resources in order for them to meet the challenges of the digital age is largely dependent on the development of their soft skills (Qomara, 2016).

Learning experience refers to the interaction between students and everything external to them (students) in their environment. "The learning that takes place from this experience is known as experiential learning" (Indrastoeti & Mahfud, 2015). Global lifestyles or patterns of modern games are the problems we face today that shape a generation that is selfish, individualistic, and devoid of social interaction, despite the fact that the local wisdom possessed by the

Indonesian people is extremely diverse and should be one of the means of strengthening national identity (Ardiansyah & Hartati, 2014).

The evidence shows that the determinants of success are mostly soft skills (Endrawan & Gunawan, 2017). According to a 2002 survey conducted by the National Association of College and Employees (NACE) in the U.S. with 457 leaders, there are twenty essential attributes of a champion. The outcomes are communication skills, honesty or integrity, the ability to work with others, interpersonal skills, ethics, motivation or initiative, adaptability, analytical power, computer skills, organizational skills, attention to detail, leadership, self-confidence, friendliness, politeness, wise, achievement index (IP > 3.00), creative, humorous, and entrepreneurial skills (Hidayat, Rudiansyah, & Suyatmin, 2019)

The game hadang/galasin/gobak sodor teaches about defending the country and protecting the mountains, land, and sea that comprise Indonesian territory (Eli, Yuwono, & Priyono, 2012). Because this game, when played from the beginning in the mountains, then through the boxes as a symbol of the land, and finally to the end, is analogous to the ocean, returning to the mountain and saying "asen" signifies that the player has been to the ocean, and the mountain returns to tell by saying it. This is where our elders' past experiences were learned, and this is where the imagination of the people at that time, even though they were on different islands, blocked by mountains and separated by seas, was expressed, specifically within the context of Unity in Diversity (Bhineka Tunggal Ika) (Bukti & Pramono, 2021). Therefore, a strategic step is required to disseminate experiential learning patterns that leverage the potential of Indonesian culture in the sphere of higher education, namely among students who will become educators in schools and universities in the future. Moreover, soft skills

are important for preparing educators, particularly in the field of physical education.

The majority of STKIP Setia Budhi Rangkasbitung Physical Education Study Program students reside within the Lebak Regency, with only a tiny percentage hailing from outside the region. Almost all of these students receive scholarships to enable their education. If there is no scholarship, they will not study due to the expense, according to the observations and descriptions of the lecturers and campus administration. The prevalent belief is that, after completing high school, it is preferable to work, even as a manual laborer, rather than pursue higher education. This becomes crucial for the males of the Lebak Regency area as they continue their education to alter the paradigm of higher education, and in the campus setting, it will mould the character of students who are prepared to enter the workforce.

Exploring the original folk games of local wisdom and stimulating the values included in these folk games makes it easier for students to develop their own soft skills by facilitating experiential learning. Where an individual can link his actions with his soft skills and use all available activities to improve his soft skills in daily life.

The results of preliminary observations done with one of the traditional sports professors at the campus of STKIP Setia Budi Rangkasbitung about the use of folk games and traditional sports in lectures. In the implementation of the lecture material, only information pertaining to the game's history, rules, and ideals is conveyed, but there is no mention of using folk games and traditional sports as experiential learning to enhance soft skills. According to his account, when students played folk games and traditional sports, specifically traditional sports against them, there was a significant change in some students who were initially apathetic or uninterested; they became respectful or sensitive to their peers. The aforementioned circumstances make it interesting to conduct study entitled "The Role of Traditional Sports

in Experiential Learning to Improve Students' Soft Skills".

## **METHODS**

This research attempted to define the elements of soft skills that can be developed from the traditional sport of Hadang through experiential learning methods for students of the Physical Education Study Program at STKIP Setia Budhi Rangkasbitung using a qualitative survey approach. In this study, the researchers observed students engaging in traditional fighting sports in a learning environment that was not manufactured; thus, the data collected were authentically original.

This study uses both primary and secondary data sources as its data sources. Primary data sources were data collected directly through observation and interviewing techniques or direct sources (Pangestuti & Raharjo, 2017). This study's primary data sources were second-semester students of the Physical Education Study Program at STKIP Setia Budhi Rangkasbitung who were enrolled in three traditional sports classes. The number of classes was used to randomly select one class. In addition, the major data source also included two lecturers as experts or individuals with competence or knowledge regarding the issues under study (traditional sports lecturers). Secondary data sources include documents, literature, books, earlier research results, journals, papers, magazines, newspapers, images, and other relevant publications. This research used a data analysis model (Matthew B. Miles, A. Michael Huberman, 2014) namely data reduction, data presentation, and conclusion drawing.

## **RESULT AND DISCUSSION**

This study aimed to describe the impact of the traditional sport of Hadang as experiential learning on improving student soft skills at STKIP Setia Budi Rangkas

Bitung, Banten. The analysis of student soft skills assessment formed through the traditional sport of fighting. Description 1-12=Soft Skill, Student Code L=Male, Score Point Range; A=172-192, B=169-171, C=148-168 ,D=125-145, E=104-124.

Students demonstrate indicators of soft skills through traditional sports, which are presented in three traditional sports lecture meetings. This is evidenced by the average soft skill evaluation scores of 10 students who received an A, 4 students who received a B, and 6 students who received a C. Traditional sports media can be considered to have enhanced the experiential learning and soft skills of students as a whole.

**The ability to express opinions clearly, effectively, and confidently both orally and in writing**

The capacity that appears in expressing opinions is that nearly all students have high self-confidence in communicating orally and in writing, particularly in the L13 173 Student code, which is very clear, effective, and assured. This encourages other students to speak up and share their perspectives. It was discovered that the L16 Student code was initially less confident in expressing opinions. However, after engaging in the practice of learning traditional sports, Hadang experienced a significant change in his confidence in expressing opinions, becoming more outspoken even though his sentences were not grammatically correct. After the lesson, all students on average demonstrated an increase in their soft skills.

**The Ability To Practice Listening Skills, Respond Actively, And Respect Other People's Opinions And The Ability To Convey Opinions With Confidence**

The L10 Student code demonstrates excellent skills in practicing listening skills, responding actively, and respecting the opinions of others. This provides motivation for other pupils to cultivate the skill to persuade with assurance. In the meantime,

the L2 Student code was identified as originally deficient in terms of responding actively and respecting the perspectives of others. However, after engaging in traditional sports learning, Hadang experienced significant changes. Respecting and communicating in response to the opinions of others is important. After the lesson, all students on average demonstrated an increase in their soft skills.

**Ability To Understand, Identify, Analyze Problems In Difficult Situations And Make Appropriate Evaluations**

The L2 Student code demonstrates excellent understanding, identification, and analysis of problems in challenging conditions. This gives an incentive for other students to understand, identify, and analyze difficulties in challenging settings in order to make acceptable assessments. It was discovered that the L6 Student code had trouble making suitable evaluations; but, after engaging in the practice of studying the traditional sport of Hadang, they experienced a considerable improvement in their ability to make the correct evaluations. After the lesson, all students on average demonstrated an increase in their soft skills.

**Ability To Expand And Improve Thinking Skills, Ability To Find Ideas And Find Alternative Solutions**

The ability to expand and improve thinking skills in the L1, L4, L8, L9, L10, L11, L12, L14, L19 and L20 student codes is very good. This makes it an encouragement for other students to encourage the ability to find ideas and find alternative solutions. The student codes L3, L5, L7, L13 and L15 were initially a bit difficult about finding alternative solutions, but after practicing traditional sports learning, Hadang experienced significant changes in conveying in improving thinking skills, the ability to find ideas and find alternative solutions. The average of all students experienced an increase in their soft skills after the lesson.

### **Ability To Build A Close Relationship, Interaction, Good Tolerance, And Cooperate Effectively**

At the Student codes L7, L13, L16, L17, and L19, the capacity to develop close relationships, interaction, and tolerance is excellent. This serves as motivation for other students to develop the ability to cooperate effectively. The student codes L1, L2, L4, L5, and L18 were identified as having initially lacked interaction and cooperation. However, after engaging in the practice of learning traditional sports, Hadang experienced significant changes in the development of close relationships, interaction, tolerance, and cooperation. As a result of the learning experience, students' soft skills improved on average.

### **The Ability To Value Opinions And Respect The Attitudes, Behaviors, And Stands Of Others**

Excellent ability to evaluate student codes L1, L3, L4, L8, L10, L12, and L14 opinions. This serves as motivation for other students to develop the ability to persuade and respect opinions with confidence. It was discovered that the L16 and L19 Student codes were initially somewhat lacking in respecting the attitudes, behaviors, and stances of others as well as respecting the opinions of others; however, Hadang experienced a significant change in respecting the attitudes, behaviors, and stances of others and respecting the opinions of others after engaging in the practice of learning traditional sports. After the lesson, all students on average demonstrated an increase in their soft skills.

### **Ability To Find And Manage New Related Information From Multiple Sources**

Student code L3, L7, and L9 show an excellent ability to find and manage new information from numerous sources. This creates an incentive for other pupils to improve their capacity to locate and organize new information. It was discovered that the

student codes L1, L2, L5, and L10 were initially somewhat deficient in managing related new information from various sources. However, after engaging in the practice of learning traditional sports, Hadang demonstrated significant improvements in managing related new information from various sources. After the lesson, all students on average demonstrated an increase in their soft skills.

### **Ability To Accept New Ideas, Independent Learning**

Student codes L4, L8, L9, L11, L13, L15, L17, and L19 show excellent open mind and independent learning. This is an encouragement for other students to adopt new ideas and engage in individual study. It was discovered that student codes L2, L5, and L18 initially lacked some degree of learning independence. However, after engaging in traditional sports learning, Hadang experienced a considerable improvement in his ability to express new ideas. After the lesson, all students on average demonstrated an increase in their soft skills.

### **Ability To Identify Job Opportunities And Take Advantage Of Job Opportunities**

The skills shown in recognizing and taking job opportunity in the L3, L6, and L15 Student codes are excellent. This should serve as motivation for other students to have the capacity to recognize and capitalize on job opportunities. It was discovered that the student codes L2, L5, L7, L18, and L19 were initially somewhat deficient in identifying job opportunities and capitalizing on job opportunities; however, after engaging in the practice of learning traditional sports, Hadang experienced significant improvements in communicating these skills. After the lesson, all students on average demonstrated an increase in their soft skills.

### **Ability To Understand Economic Crisis, Environmental, And Social Aspects**

The student codes L1, L4, L8, L10, L11, L12, L13, L14, L16, L17, and L20 show good understanding of the economic crisis, the environment, and the social aspects. This motivates other students to increase their understanding of the economic crisis, the environment, and social issues. It was discovered that student codes L3, L5, and L7 initially lacked understanding of the economic crisis, the environment, and social aspects; however, after practicing sports learning traditional hadang, their understanding of the economic crisis, the environment, and social aspects improved significantly. After the lesson, all students on average demonstrated an increase in their soft skills.

#### **Ability to analyze and make decisions in deciding a problem related to ethics**

In the L3, L6, L11, L13, and L19 student codes, the analytical and decision-making skills demonstrated when resolving an ethical dilemma are very good. This should serve as motivation for other students to develop their abilities to analyze and make ethically-related decisions. It was shown that student codes L7, L8, and L18 were initially slightly deficient in evaluating and making decisions when choosing an ethical problem. However, after engaging in the practice of studying traditional sports, Hadang experienced a significant improvement in making ethical decisions. After the lesson, all students on average showed an increase in their soft skills.

#### **Ability To Understand And Act As A Leader And Subordinate Alternately**

In the Student codes L1, L4, L6, L8, L10, L12, L14, and L15, the ability for understanding and behaving alternatively as a leader and a submissive is excellent. This encourages other students to develop the ability to comprehend and behave as a leader and subordinate in turn. After performing the traditional sport of Hadang learning, there was a considerable improvement in the L16

and L19 Student codes' understanding and behavior as a leader and subordinate, respectively. After the lesson, all students on average indicated an increase in their soft skills.

## **DISCUSSION**

Soft-skill differences are generated through experiential learning utilizing Hadang Traditional Sports as a Learning Media for Value Groups. As was said in the preceding chapter, this research does not just explain Softskills that may be developed through traditional fighting sports. Students at STKIP Setia Budhi Rangkas Bitung, Lebak Regency, Banten, are attempting to characterize and analyze whether variances in individual value groups will have an effect on soft skills or abilities through traditional fighting sports.

As can be seen in Table 1, there were ten students in the group of students who received an A grade, and based on observations made in the field, experiential learning with traditional sports had a significant impact on changes in students' abilities. They exhibit initiative, self-assurance, and the ability to identify and evaluate an issue in order to generate a new solution. Additionally, there are four individuals in the group of students with a B grade.

Observed on the field, they have the ability to influence changes in ability when using traditional sports for experiential learning. Although somewhat hindered by the process of developing self-confidence and the bravery to voice and respect others' opinions. However, they are only able to adapt and make changes to the extent that it affects their analytical and decision-making skills and confidence. *Individuals can succeed in learning if they become aware of their cognitive processes. Those who become aware of their own learning can also be successful in academic and daily life. On the other hand, one of the goals of education is raising individuals who constantly think, put their ideas*

*into practice and thus achieve personal and social development* (Turan & Koç, 2018).

There were six students in the group that had a grade of C, and it was observed that they had difficulty communicating, identifying problems, and being confident in expressing their opinions, as well as less appreciation for the opinions of others. However, as the learning process went, they were a bit hesitant to grasp on, but eventually they experienced changes in communicating, evaluating, detecting problems, discovering new solutions, and gaining confidence and respect for others' opinions. According to the twelve indicators analyzed, experiential learning yielded positive outcomes (Sun, Li, & Shen, 2017).

Motivation is the desire that compels someone to act to accomplish a goal. Motivation can come from outside the individual as well (Pangestuti & Raharjo, 2017). Students that play traditional games have significantly higher developed talents, including cooperation skills, sportsmanship, the ability to form strategies, as well as agility (running, jumping, balance) and character, according to empirical studies conducted on students. Explaining how traditional games can influence the development of intrapersonal intelligence in children (Aribowo & Hidayah, 2019).

## CONCLUSION

When students engage in traditional sports-based experiential learning, they demonstrate changes in their abilities. They show activeness, self-confidence, and the ability to identify and analyze an issue in order to generate a new solution. Moreover, changes in ability when engaging in conventional sports through experiential learning. It is evident that in competitive sports, response time, sprint speed, and agility are the most important physical characteristics. In addition to these physical features, there are also cooperative factors, such as teamwork, playing techniques, and

team coordination. In addition, blocking is a sport with many excellent attributes, such as teamwork in the form of compact cooperation between two guards so that the opponent cannot escape.

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