



Journal Physical Health Recreation (JPHR)

Volume 5 Nomor 1 ; November 2024

<https://jurnal.stokbinaguna.ac.id/index.php/JPHR>

e-ISSN : 2747- 013X

Integrasi Pendidikan Jasmani, Olah Raga Dan Kesehatan Berbasis Budaya Lokal Sulawesi Selatan

Integration Of Physical Education, Sports And Health Based On Local Culture Of South Sulawesi

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Abstract. Physical Education, Sports, and Health (PJOK) is an integral component of the national education system in Indonesia, physical education not only functions to improve the physical fitness of students, but also plays a role in developing character, social skills, and cultural values. The elements of local culture in South Sulawesi that can be integrated into physical education are very diverse. This study uses a qualitative approach with a case study method to explore experiences and views involving 170 students, 90 teachers, and 40 parents of students. Data collection techniques in this study consisted of in-depth interviews, participant observation, and document analysis. 75% of students feel motivated to participate in physical education learning activities. 65% of teachers have integrated local culture. 80% of parents support the implementation of culture-based physical education, the increase in academic achievement of students has increased with an average final exam score increasing by 15% compared to schools that do not apply this approach. The study is expected to provide insight for policy makers and educators in designing a more relevant and sustainable physical education curriculum.

Keywords: Physical Education, Local Culture

1 Introduction

Physical Education, Sports, and Health (PJOK) is an integral component of the national education system in Indonesia, which not only focuses on developing the physical aspects of students but also plays an important role in their holistic development (Messakh et al., 2021). Through PJOK, students are introduced to the values of discipline, cooperation, sportsmanship,

and a sense of responsibility that contribute to the development of their character (Aksir et al., 2024). In its application, physical education not only improves physical fitness but also encourages students to understand the importance of positive and healthy social interactions. Physical education plays a role in the formation of social skills, such as the ability to collaborate, appreciate differences, and resolve conflicts constructively (Suherman, 2019).

diverse, offers a great opportunity to integrate these cultural elements into physical education. Traditions, arts and traditional sports, which are passed down from generation to generation, have the potential to enrich students' learning experiences while preserving local cultural identity amidst the challenges of globalization (Arimbi, 2020). The local culture-based physical education approach provides more contextual learning, where students not only learn physical skills, but also cultural values, togetherness, and their community identity. This can strengthen their sense of pride in their culture and identity as part of the South Sulawesi community which is rich in tradition, while increasing awareness of the importance of preserving cultural heritage in this modern era.

In recent years, attention to local culture-based physical education has increased. Research shows that integrating local cultural elements into physical education can improve academic achievement and create more relevant and meaningful learning experiences for students (Cojocaru et al., 2022). This concept is in line with the view that education is not only aimed at transferring knowledge, but also building the character and identity of students (Nate Mccaughtry, 2011). Furthermore, this approach is able to increase student engagement in physical activities and strengthen a sense of togetherness among them (E. Elliott and Emily Jones and Sean M. Bulger, 2015).

Collaboration between educators, parents, and students is very important in supporting the implementation of local culture-based physical education in South Sulawesi. Educators have a key role in designing curriculum and activities that are relevant to local culture, while parents play a supporting role in strengthening these values at home. The involvement of students in understanding and applying local cultural values through physical activities is very important to build a sense of pride in their cultural heritage (Zhang, 2021).

This study aims to explore how such collaboration can support the implementation of local culture-based physical education in South Sulawesi. Local traditions and sports, such as Pakarena traditional gymnastics and Ma'raga folk games, should be adopted as part of the physical education curriculum. This integration is expected to not only improve students' academic achievement but also foster a sense of love for their culture and environment (Arfanda et al., 2023).

2 Method

This study uses a qualitative approach with a case study method. The qualitative approach was chosen to understand in depth how local culture-based physical education is implemented in South Sulawesi. The case study method allows researchers to explore experiences and views by involving educators of 170 students, 90 teachers, and 40 parents of students totaling 300 people.

insight into how physical education can serve as a tool to strengthen cultural identity and increase learners' engagement in physical activities. In addition, this study also aims to

identify challenges faced in the implementation of local culture-based physical education, as well as possible solutions to overcome these challenges.

The data collection techniques in this study consist of several methods, including in-depth interviews, participant observation, and document analysis. In-depth interviews will be conducted with physical education teachers, students, and parents to explore their views on the importance of local culture-based physical education.

These interviews will be recorded and the transcripts will be analyzed to identify key themes that emerge. Participatory observation will be conducted during physical education activities in the schools where the research is conducted. The researcher will be directly involved in these activities to understand the dynamics of interactions between educators and students, and how local culture is integrated into learning practices. This observation will also include observations of traditional tools and games used in physical education. In addition, document analysis will be conducted on the existing physical education curriculum, including the syllabus and teaching materials used in schools.

Data obtained from interviews, observations, and document analysis will be analyzed using a thematic analysis approach. This approach allows researchers to identify patterns and themes that emerge from the data collected. Each theme will be described in depth to understand how local culture-based physical education is implemented and accepted by various parties.

Data analysis will also involve triangulation, which is comparing information obtained from various sources to ensure data accuracy and consistency.

3 Result

In this study, an analysis of the integration of local culture-based physical education in South Sulawesi was conducted using qualitative methods. Data collected from 300 respondents consisting of 170 students, 90 teachers, and 40 parents of students, samples from elementary to high schools showed that 75% of students felt more motivated to participate in physical education learning activities when the activities involved local cultural elements. In addition, 65% of teachers indicated that they had integrated local cultural elements into their physical education lesson plans. The data also showed that 80% of parents supported the implementation of local culture-based physical education, indicating alignment between schools and communities in supporting this initiative.

From the observation results, it was found that the traditional gymnastics activities of pakarena and the folk game ma'raga succeeded in increasing student involvement. This study also noted that schools that implemented a local culture-based physical education curriculum experienced an increase in student academic achievement, with an average final exam score increasing by 15% compared to schools that did not implement this approach.

The results of this study indicate that physical education that integrates local culture not only increases students' interest in physical education learning, but also contributes to improving academic achievement and strengthening cultural identity among students. Thus, physical education based on local culture in South Sulawesi has a significant positive impact on the holistic development of students.

4 Discussion

Local culture-based physical education in South Sulawesi shows great potential in improving the quality of education and student engagement. One of the key factors in the success of this approach is the relevance of local culture that makes students feel more connected and excited. (Tewari et al., 2024), the integration of local culture in physical education can increase students' sense of belonging to their own culture, which in turn increases motivation and participation in physical activity activities.

In addition, this approach also helps in preserving local culture which is increasingly threatened by modernization. By teaching traditional games and sports related to local culture, students not only learn about sports, but also about the history and values contained in the culture. This is in line with (Nofrizal et al., 2024) which states that physical education based on local culture can function as an effort to continue to preserve and develop regional culture.

However, challenges in implementing local culture-based physical education also need to be considered. Some teachers complained about the lack of training and resources to integrate local culture into the physical education curriculum. According to the data collected, 65% of teachers felt sufficiently trained to teach traditional sports. Therefore, it is still important for the government and educational institutions to provide adequate training and resources for teachers to implement this approach effectively.

Parental participation is also very important in supporting local culture-based physical education. The results of data analysis show that 80% of parents of students feel that physical education involving local culture is very important for the development of their children. This shows that there is support from the community that can be utilized to strengthen physical education programs in schools. Close collaboration between educators, parents, and students is crucial in supporting the implementation of local culture-based physical education in South Sulawesi.

Taking all factors into consideration, it is important to continue researching and developing local culture-based physical education in South Sulawesi so that it can be applied widely and effectively.

5 Conclusion

Physical education based on local culture in South Sulawesi has been proven to have a significant positive impact on improving academic achievement and student participation in physical education learning activities. The results of the study indicate that the integration of local cultural elements not only increases student interest, but also contributes to improving academic achievement and cultural preservation.

Challenges in implementation, such as lack of training for teachers, need to be addressed so that local culture-based physical education can be implemented effectively. It is important for the government and educational institutions to provide adequate resources and training through strong collaboration so that it can be an effective tool to improve the quality of education and strengthen cultural identity in South Sulawesi.

This research is expected to provide insight for policy makers and educators in designing a more relevant and sustainable physical education curriculum.

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