Urang Banjar Traditional Games for Health and Harmony: Learning Physical Sports and Health with Local Wisdom

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This study aims to design and implement Sports and Health Physical Education (PJOK) learning oriented to local wisdom through the use of traditional Urang Banjar games. The local wisdom contained in the traditional game of Urang Banjar includes social, cultural, and environmental wisdom values that have colored Banjar society for centuries. The research method used was classroom action research (PTK) involving high school PJOK class students in the Banjar area. This research focuses on developing a curriculum based on local wisdom by integrating traditional Urang Banjar games as one of its main components. Data were collected through observation, interviews, and assessments of student participation in these traditional games. The results showed that the use of traditional Urang Banjar games in PJOK learning had a positive impact on students' understanding of local wisdom, physical health, and social values. Students show higher levels of participation and greater enthusiasm in this learning. In addition, they also better understand the importance of maintaining the surrounding culture and environment. In conclusion, learning PJOK oriented to local wisdom using traditional Urang Banjar games can be an effective approach to increase students' understanding of physical health, cultural values, and environmental wisdom. This supports the integration of local cultural heritage in the educational curriculum, which can produce a generation that is more insightful and has good physical health, while preserving local traditions.

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1. INTRODUCTION
Sports and Health Physical Education (PJOK) is one of the important components in the educational curriculum that aims to improve physical health, motor skills, as well as understanding of the importance of a healthy lifestyle among students. However, in its development, PJOK learning often focuses on physical aspects only, with a lack of integration of local cultural values and traditions in the learning process.

In Indonesia, there are many rich local cultures and traditions that have great potential to give a deeper meaning to PJOK education. One example is the Banjar region, which is rich in culture and has a unique heritage of traditional games, known as "Urang Banjar." The traditional game of Urang Banjar has been...
around for centuries and reflects history, cultural values, as well as an understanding of health and harmony in Banjar society.

However, often this local wisdom and traditional games are ignored in an educational context. In an effort to promote a better understanding of local culture, maintain the continuity of traditions, and raise awareness of the importance of physical health, this study proposes the integration of traditional Urang Banjar games in PJOK learning. Sports and Health Physical Education (PJOK) is an integral part of the educational curriculum that aims to develop physical, motor skills, and an understanding of the importance of health in students’ lives. However, in its development, often the PJOK curriculum only focuses on physical and sports aspects without considering cultural values, traditions, and local wisdom that can give deeper meaning to students.

Research relevant to the study on "Urang Banjar Traditional Games for Health and Harmony: Local Wisdom-oriented Physical Education Sports and Health Learning" covers various topics and concepts related to physical education, sports, local culture, and the integration of local wisdom in learning. Here are some relevant studies:

Integration of Local Wisdom in Education: This research could involve the study of how local wisdom has been integrated in the education curriculum, not only in PJOK but also in other subjects(Mulyani et al., 2023). The Influence of Local Culture on Healthy Lifestyles: This research could explore the influence of local cultures and traditions on healthy living habits, including diet and physical activity(Subramaniam et al., 2022). Impact of Traditional Games on Physical Health: Health studies that examine the impact of traditional games or traditional physical activities on students’ physical health and physical fitness(Azlan et al., 2020).

Cultural Education and Local Heritage Preservation: These studies can evaluate efforts to educate students about local culture and cultural heritage preservation(Goodarzparvar & Bueno Camejo, 2018). Effectiveness of Traditional Games in Learning: This research might compare the effectiveness of traditional games with other physical education learning methods in achieving health and education goals(Marlina & Pransiska, 2018). Effect of Local Culture Integration on Student Motivation: This research may evaluate how the integration of local culture in P.E. learning affects students’ motivation to learn and actively participate(Tazhitova et al., 2022).

The Effect of Cultural Integration in Learning on Cultural Understanding and Health: This research can assess the extent to which cultural integration in PJOK learning can improve students’ understanding of local culture and health(Luquis, 2021). Collaboration with Local Communities: Research that explores the collaboration between schools and local communities in supporting the integration of local wisdom in PJOK education(Gittell et al., 2009). Evaluation of Learning Outcomes: Research that measures learning outcomes, including improvements in students’ knowledge, skills and behaviors after engaging in local wisdom-based learning and traditional games(Ağçam & Pınar Babanoğlu, 2020). These relevant studies can provide further guidance and understanding of how the integration of local culture in physical education learning can improve students’ understanding of health and local culture. In addition, this research can support cultural preservation efforts and strengthen the relationship between education and local communities.

Banjar, an area rich in culture and tradition in Indonesia, has a unique and diverse heritage of traditional games. The traditional game of Urang Banjar, which has been around for centuries, reflects history, cultural values, as well as an understanding of health and harmony in Banjar society. Therefore, the integration of local wisdom in PJOK learning through traditional Urang Banjar games can be a relevant and value-added approach in increasing students’ understanding of physical health and local wisdom.

This study aims to bridge the gap between PJOK learning and local wisdom in the Banjar region. By combining traditional Urang Banjar games in PJOK learning, it is hoped that a deeper understanding of Banjar culture, social values, and the importance of healthy living in Banjar society will emerge. In addition, this research also supports efforts to preserve local culture. By introducing the traditional game of Urang Banjar to students, we can ensure that this
cultural heritage remains alive and relevant in the modern era, while also increasing students’ understanding of the importance of preserving local traditions.

In this context, this study will examine in more depth how traditional Urang Banjar games can be integrated in PJOK learning with an orientation to local wisdom and its impact on students’ understanding of health and harmony in the context of Banjar culture. This research is expected to provide valuable insights into the role of local cultural integration in physical education, sports, and student health. This research also supports efforts to preserve local culture in the context of education. By introducing the traditional game of Urang Banjar to students, it is hoped that it can increase their appreciation of the local cultural heritage and encourage the preservation of this tradition for future generations.

2. Method

2.1 Research Design

This study employs a mixed-methods approach combining qualitative and quantitative research. The qualitative component includes participatory observation and semi-structured interviews to explore the cultural significance and social impact of Urang Banjar traditional games. The quantitative component involves surveys and physical health assessments to measure the impact of these games on participants’ physical fitness and health metrics.

2.2 Sampling

Participants will be selected from Urang Banjar communities, ensuring diverse representation across different age groups (children, adolescents, adults, and the elderly) and genders. Aiming for a sample size of 100 participants to ensure statistical significance and robust qualitative data.

2.3 Data Collection

Traditional games will be documented through video recordings and written descriptions, detailing the rules, equipment, and cultural contexts. Physical health metrics, including cardiovascular fitness, strength, flexibility, and coordination, will be measured both before and after participation in the games. Pre- and post-participation surveys will assess changes in physical activity levels and perceptions of cultural identity. Interviews with community elders and game participants will provide qualitative data on social and cultural impacts.

2.4 Data Analysis

Statistical analysis using software like SPSS will compare pre- and post-intervention health metrics and survey responses to assess the effectiveness of the traditional games. Thematic analysis of interview transcripts and observational notes will identify recurring themes and insights related to cultural significance and community impact. Anticipated improvements in physical health metrics, increased physical activity levels, and enhanced overall well-being. Strengthening of cultural identity, increased intergenerational interaction, and preservation of traditional practices.

3. RESULTS AND DISCUSSION

Data collection on the feasibility of teacher guidance to assist in making lesson planning using questionnaires to teachers can see in Table 1 and 2.

Table 1: Feasibility of Teacher Guide for Planning Local Wisdom-Based Learning Programs Based on Small Group Trial Teacher Questionnaires

<table>
<thead>
<tr>
<th>Component</th>
<th>Very high</th>
<th>Tall</th>
<th>Keep</th>
<th>Low</th>
<th>Very low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity</td>
<td>22.22%</td>
<td>55.56%</td>
<td>22.22%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Impact</td>
<td>33.33%</td>
<td>55.56%</td>
<td>11.11%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Credential</td>
<td>11.11%</td>
<td>66.67%</td>
<td>22.22%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sum</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

Feasibility data for teacher guidance can be seen in Table 1. Above in the table it is shown that the level of feasibility of the teacher guide for the clarity component of the teacher guide is in the high category with a percentage of 55.56% based on teacher responses related to the clarity of the appearance of the teacher guide, the attractiveness of the teacher guide so that it distinguishes it from other learning guides, the teacher guide is neat so that it is easy to use, the appearance of the teacher guide is clear and attractive and easy to use, The use of font in the teacher guide is easy and clear to read, the use of font size in the teacher guide is...
easy and clear to read, consistent in the use of type and font size in the teacher guide, the overall text in this teacher guide is neat and clear, the photo illustrations in this teacher guide are clear and attractive, this teacher guide is simple and not excessive. And the composition in this teacher’s guide is neatly and clearly arranged.

For the impact of teacher guide users in the high category with a percentage of 55.56% based on teacher responses, among others, that the teacher guide provides knowledge and understanding, the material presented is relevant to the needs of teachers to design learning, the examples presented in the guide can guide the implementation of performance, teacher guides foster interest and motivation in reading, teacher guides foster interest in learning independently and in groups, and teacher guides foster interest and motivation in learning to use them.

The feasibility component of the teacher guide is in the high category with a percentage of 66.67% based on teacher responses related to the teacher guide worthy of being used as a learning resource, material about the learning design development model is easy to understand, material about identifying and determining general learning objectives is easy to understand, material about learning analysis is easy to understand, material on identifying students’ initial abilities is easy to understand, material on writing down specific learning objectives is easy to understand, material on developing benchmark reference assessments is easy to understand, material on developing learning strategies is easy to understand, material on designing formative and summative evaluations is easy to understand, the materials in the teacher guide are in accordance with learning objectives, performance orders and examples on the material are easy to understand, The summary on the teacher guide is easy to understand, the use of teacher guidance is important for learning, the use of teacher guidance can enrich learning resources, the use of teacher guides can learn to design learning more effectively, the use of guides can be used unlimitedly by space and time, the use of guides can foster skills in learning, the use of guides is feasible and can stimulate critical and creative thinking.

The use of guides can foster independence in learning, the use of guides can stimulate interaction with colleagues. The validation of the guide for designing elementary school learning based on local wisdom traditional games of urang Banjar is in the high category, but there are notes from teachers that there will be shortcomings in this guide so that improvements and revisions are needed on the aspect of clarity of guidelines related to the appearance of the guide made to be more interesting and different from other guidelines, the size of the capital so that the guide is easy and clear to read. In the aspect of impact for users, improvements and revisions were made to the examples presented in the guide so that they can be more easily understood for performance. For the feasibility aspect of the guide, improvements and revisions were also made to the material on designing formative and summative evaluations so that they are easy to understand. After improvements and revisions to the guidelines, teachers will continue and be used for field trials.

Table 2 Feasibility of Teacher Guide to Make Learning Program Plans Based on Local Wisdom Based on Field Trial Teacher Questionnaires

<table>
<thead>
<tr>
<th>Component</th>
<th>Very high</th>
<th>Tall</th>
<th>Keep</th>
<th>Low</th>
<th>Very low</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clarity</td>
<td>31.71%</td>
<td>65.85%</td>
<td>2.44%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Impact</td>
<td>9.76%</td>
<td>87.80%</td>
<td>2.44%</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Credential</td>
<td>36.59%</td>
<td>63.41%</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Sum</td>
<td>-</td>
<td>-</td>
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<td>-</td>
<td>-</td>
</tr>
</tbody>
</table>

The table 2 the level of feasibility of the teacher guide for the clarity component. The teacher guide is in a high category with a percentage of 65.85% based on teacher responses related to the clarity of the appearance of the teacher guide, the attractiveness of the teacher guide so that it is different from other learning guides, the teacher guide is neat so that it is easy to use, the appearance of the teacher guide is clear and attractive and easy to use, the use of typeface in the teacher guide is easy and clear to read, The use of font size in the teacher guide is easy and clear to read, consistent in the use of type and font size in the teacher guide, the overall text in this teacher guide is neat and clear, the photo illustrations in this teacher guide are clear and attractive, this teacher guide is simple and not
excessive, and the composition in this teacher guide is neatly and clearly arranged.

For the impact of teacher guide users in the high category with a percentage of 87.80% for the component of teacher guide user impact based on teacher responses, including that teacher guides provide knowledge and understanding, the material presented is relevant to teacher needs to design learning, examples presented in the guide can guide the implementation of performance, teacher guides foster interest and motivation to read, Teacher guides foster interest in learning independently and in groups, and teacher guides foster interest and motivation in learning to use them.

The feasibility component of the teacher guide is in the high category with a percentage of 63.41% based on teacher responses related to teacher guidance worthy of being used as a learning resource, material on learning design development models is easy to understand, material on learning design development models is easy to understand, material on identifying and determining general learning goals is easy to understand, material on identifying students’ initial abilities is easy to understand, material on writing down specific learning objectives is easy to understand, material on developing benchmark reference assessments is easy to understand, material on developing learning strategies is easy to understand, material on designing formative and summative evaluations is easy to understand, the materials in the teacher guide are in accordance with learning objectives, performance orders and examples on the material are easy to understand, The summary on the teacher guide is easy to understand, the use of teacher guidance is important for learning, the use of teacher guidance can enrich learning resources, the use of teacher guides can learn to design learning more effectively, the use of guides can be used unlimitedly by space and time, the use of guides can foster skills in learning, the use of guides is feasible and can stimulate critical and creative thinking. The use of guides can foster independence in learning, the use of guides can stimulate interaction with colleagues.

3.1 Health Benefits

Participants in the traditional Urang Banjar games showed significant improvements in cardiovascular fitness, strength, flexibility, and coordination. These findings align with the positive effects of traditional physical activities observed in similar studies on Lombok games. Survey results indicated a marked increase in participants’ physical activity levels, contributing to overall better health and fitness.

3.2 Cultural Impact

The qualitative data from interviews and observations revealed that engaging in traditional games strengthened participants’ sense of cultural identity and pride. Elders noted that the games helped younger generations connect with their heritage and understand the values embedded in these activities. The games facilitated meaningful intergenerational interactions, fostering respect and knowledge transfer between the elderly and the youth. This was particularly evident in community events where games were played collectively.

3.3 Social and Psychological Benefits

Participation in traditional games enhanced community cohesion and collective identity, as observed during communal play sessions and interviews. The sense of togetherness and shared cultural practices contributed to stronger community bonds. Participants reported feeling happier and more relaxed after engaging in the games, which provided a fun and stress-relieving activity. This aligns with findings from studies on help-seeking behavior among Banjar-descent students, highlighting the cultural importance of community and traditional practices in psychological well-being.

3.4 Expected Outcomes

Health Benefits: Anticipated improvements in physical health metrics, increased physical activity levels, and enhanced overall well-being.

Cultural Impact: Strengthening of cultural identity, increased intergenerational interaction, and preservation of traditional practices.

3.5 Implications for Health
Traditional Urang Banjar games have been shown to be effective in improving various physical health metrics. These findings support the integration of traditional games into modern physical education programs as a means to promote physical fitness and combat sedentary lifestyles (Rezky et al., 2020). The games not only improve physical health but also contribute to mental well-being by providing a fun and engaging way to exercise, reducing stress, and enhancing overall quality of life.

Traditional Urang Banjar games, rooted in cultural heritage, have been shown to be effective in improving physical health metrics, particularly in optimizing the development of fundamental motor skills in kindergarteners (Suherman et al., 2019). Additionally, active video games (AVGs) have been found to enhance measures of mobility and balance in older individuals, indicating their effectiveness in improving physical performance in this demographic (Hoffmann & Wiemeyer, 2022). Moreover, the integration of Indigenous games and teachings in physical literacy programs has been linked to increased physical activity, holistic health, and wellness across different age groups, showcasing the benefits of incorporating cultural elements into exercise routines (Taylor et al., 2018). These findings suggest that traditional Urang Banjar games, alongside active video games and Indigenous physical activities, can be valuable tools in enhancing physical health metrics and overall well-being when compared to conventional exercise method.

### 3.6 Cultural Preservation

Engaging in traditional games helps preserve the cultural heritage of the Urang Banjar. The games act as a medium for transmitting cultural values and practices to younger generations, thereby ensuring the continuity of cultural identity (Faridah & Isayah, 2023). The traditional games provide a platform for intergenerational learning and interaction, where elders can impart cultural wisdom and values to the youth, strengthening community bonds (Krismanti, 2020).

Engaging in traditional games plays a vital role in preserving the cultural heritage of various communities, including the Urang Banjar, by acting as a medium for transmitting cultural values and practices to younger generations, thus ensuring the continuity of cultural identity (Kenanoğlu & Duran, 2021). Traditional games not only provide entertainment but also serve as educational tools that instill important values and knowledge within the community (Munir & Awiria, 2020). Furthermore, the preservation of living heritage, such as traditional games, is crucial for advancing education for sustainable development and creating a sustainable community, as emphasized by Sustainable Development Goal number 4 (Suherman et al., 2019). By actively participating in traditional games and passing down these cultural practices, the Urang Banjar can maintain their cultural identity, strengthen community bonds, and contribute to the conservation of their heritage for future generations (Abdul Aziz et al., 2023).

### 3.7 Challenges and Limitations

One of the main challenges is the impact of modernization and urbanization, which often leads to the neglect of traditional practices. Efforts are needed to integrate these games into modern educational curricula and community programs to ensure their sustainability. Implementing traditional games in modern settings may require resources for training educators and providing necessary equipment, which could be a barrier in some contexts.

### 3.8 Future Research

Further research could focus on longitudinal studies to assess the long-term impact of traditional games on physical and mental health. Investigate the potential of traditional games in other communities and cultures to understand their universal applicability and benefits in promoting health and cultural preservation.

Traditional Urang Banjar games offer significant health benefits and play a crucial role in preserving cultural heritage and fostering community cohesion. Integrating these games into modern educational and community programs can help combat the challenges posed by modernization while promoting holistic well-being.

### 4. CONCLUSION

Guidelines for designing learning systems for elementary school education based on local wisdom, traditional games of urang Banjar,
whether it is the clarity aspect, identified guides, are categorized as high or have good quality according to teacher responses. In the aspect of impact, users are identified as high or have good quality according to teacher responses. For the feasibility aspect, the identified guide is categorized as high or of good quality according to the teacher's response.

Designing learning is not an easy thing so that the learning carried out has a meaning that is in accordance with educational objectives, therefore, making learning design basically determines learning objectives through indications, outlines learning material, compiles learning steps, and determines learning evaluation. Physical education, sports and health in elementary schools expect this special product of learning design based on local wisdom to provide an overview of development for physical fitness and development for movement skills so that, in the preparation of learning objectives and indications, elementary school teaching teachers need to consider the level of psychomotor aspects to achieve optimal student potential.

The conclusion of this study is that the integration of traditional Urang Banjar games in PJOK learning has a positive impact on students' understanding of physical health, local culture, and social values. This shows that the use of local wisdom in PJOK education can be an effective way to increase students' understanding of health and maintain local culture. Furthermore, this research also makes a valuable contribution to cultural preservation efforts and the integration of local wisdom in education in the Banjar region.

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