

Axiology of *Gobak Sodor* As A Traditional Sport In Indonesia

La Ode Adhi VIRAMA¹, Eddy PURNOMO², Sinta NAVIRI³, Carles WALI⁴

¹⁻⁴Yogyakarta State University, Faculty of Sports Science, D.I. Yogyakarta, Indonesia

Email: adhilaode34@gmail.com

Type: Research Article (Received: 04.01.2021– Accepted: 14.02.2021)

Abstract

The *gobak sodor* axiology is a study that examines the values contained in the traditional sport of the *Gobak Sodor* to improve students' characters in their daily life. These values have the elements of self-confidence, cooperation, leadership, honesty, responsibility, physical health and sportsmanship. This study aims to determine people's perceptions of traditional sports from the perspective of the *gobak sodor axiology* in Indonesia. The method used in this research was a survey supported with a questionnaire instrument. The population in this study consisted of 800 Indonesian citizens from 5 provinces, namely Central Java, East Java, West Java, North Sumatra and South Sulawesi. The analysis technique used was descriptive quantitative in the form of a percentage. The results in the study showed that most of the subjects had positive perceptions of the values contained in the traditional *gobak sodor* sport, namely the Very Good category with the largest percentage of all instrument answer choices being in Strongly Agree (SS) criteria, namely 53%; Agree (S) 39.4%; Neutral (N) 6.9%; Disagree (TS) 0.9%; and Strongly Disagree (STS) 0.2%.

Keywords: Axiology, Gobak Sodor, Indonesia

Introduction

Traditional sports are a special part of the global sports system that provides views of old, exotic, and endangered cultures (Groll et al., 2015). UNESCO has recognized the importance of traditional sports because of their intrinsic cultural values and their ability to increase participation in physical activity and sports for nearly two decades (Khan & Thuehan, 2019). In European countries, traditional sports can foster regional culture and strengthen the sense of nationalism (Bronikowska & Groll, 2005). One of them is the Nordic countries, namely countries in Eastern Europe and the North Atlantic, where in the world of education and the world of cultural and health education policies, traditional sports have become historical heritage, regional resources and innovations in the world of education that make traditional sports a national identity (Eichberg, 2005). For that reason, traditional sports are an inseparable part of the world of students playing that those sports are being used as mediums of learning (Kylasov, 2019).

Awareness of the importance of traditional sports has grown in Asian countries. In Thailand, people has accepted traditional sports as a cultural heritage that must be preserved (Sukdee et al., 2020). In China, the society considers that physical fitness is an important characteristic that needs to be maintained so that the body is not susceptible to disease (Guo & Li, 2017). Along with the increasingly fast rate of globalization, China continues to exchanging experiences with western countries in the fields of culture, sports and other fields that can strengthen the China's comprehension (Sun, 2016). Meanwhile in Philippines, the Generation Z or Millennial still plays traditional sports which are part of Filipino culture and become the number one hobby of the millennial generation. (Booc et al., 2019).

Indonesia has many traditional sports which have become the nation's cultural heritage, for example *Engrang*, *Getrik Kayu*, *Rangku alu*, *Gobak Sodor*, *Benteng*, *Lari Karung*, etc (Astuti, 2017). *Gobak Sodor* is one of the traditional sports that can develop the social characteristics and improve the psychomotor, cognitive, and affective aspects. This traditional sport give many benefits to students so they can learn new things, in which without they realizing, have given positive impacts for their development. When children adapt to the environment and their peers, the nature directly teaches them to develop children's characteristics (Yudiwinata & Handoyo, 2014). Childhood is a time when the child's world is full of games to support optimal growth and development, and it is a very important period in development and learning that determines the success of life in the future (Suherman et al., 2019). Therefore, traditional sports will be the right physical activities to develop the children's potential and character (Irmansyah et al., 2020).

Axiology is the study of value (Edgar, 2015; & Rescher, N., 2013). Basically, axiology in the philosophy of sports includes an important part involving ethics and aesthetics (Bloodworth, A., McNamee, M., & Bailey, R, 2012). Sports ethics discusses the influence of sports on the wider society, thus sports can foster the virtues of players that shape ethical behavior in the non-sports universe (Bloodworth et al., 2012). Another value that sports have is aesthetics (Edgar, 2013). Sports is all about aesthetics, life enhancement, and giving meaning to everyday life (Edgar, 2015). The axiological aspect discusses the values that apply in daily life (Abadi, T. W., 2016).

The values contained in *gobak sodor* include self-confidence, cooperation, leadership, honesty, responsibility, physical health and sportsmanship. This is in line to Prasetio et al (2020) who stated that the character values of traditional sports are cooperation, confidence, responsibility and honesty. In addition, *gobak sodor* can build students' character and social skills such as responsibility, hard work, care and cooperation (Shinta et al., 2019).

Penetration of modern games such as Playstation, Online Games, and E-Sports in Indonesia have eroded the existence of traditional sports. The presence of modern games have led children and teenagers to forget about the traditional sports (Septaliza & Victorian, 2017). Thus, the values and aesthetics that exist in traditional sports are left behind indirectly. This study on the axiology of *gobak sodor* as a traditional sports in Indonesia is also based on the awareness of maintaining cultural identity by preserving traditional sports.

However, the axiology of *gobak sodor* as a traditional sports is rarely studied despite the fact that it is very useful in society. With 260 millions of citizen which number keeps on growing each year, the age of 6-12 years old is the productivity time to improve the character of students in Indonesia.

Literature study shows that previous studies mostly examines the influence of traditional games and traditional sports-based learning models. In this study, the author wants to emphasize that traditional games need an in-depth study of the values contained in *gobak sodor* traditional sports. Thus, the axiology contained in *gobak sodor* with its relation to the community can be useful for the growth and development of students.

This study aims to determine the values contained in *gobak sodor* traditional sports. The benefits of this study will be; 1) theoretically, this study provides insight into science and education, especially for the public and sports education academics; 2) this study is expected to add knowledge regarding the values contained in *gobak sodor*; 3) this study is expected to become a parameter reference for the quality of further research. The limitations of the authors in this study are the sample, area and duration of the study.

Material and Method

This study used descriptive qualitative method to determine the values contained in *gobak sodor* as a traditional sports in Indonesia. The population in this study consisted of 800 people, which were then used as samples. Those people come from 5 provinces in Indonesia: 200 people from Central Java, 150 people from East Java, 130 people from West Java, 120 people from West Sumatra, and 200 people from South Sulawesi. This study employed survey method. The data were collected using questionnaires and scores obtained by using descriptive qualitative analysis.

This study was conducted in 5 biggest provinces in Indonesia by using Google Form questionnaires and distributing them via social media such as Facebook, Twitter and WhatsApp. The data were collected from 1 – 31 Maret 2020. This research used questionnaires for the data-collecting instrument. The statements in the questionnaires were compiled using a Likert scale. This study gave positive statements to people with the following scores: SS (Strongly Agree) = 5; S (Agree) = 4; N (Neutral) = 3, TS (Disagree) = 2; STS (Strongly Disagree) = 1.

Tabel 1. The number of samples in five provinces

No	Name	Total
1.	Central Java	200 people
2.	East Java	150 people
3.	West Java	130 people
4.	North Sumatera	120 people
5.	South Sulawesi	200 people
	Total	800 people

Findings

The data description of *gobak sodor* traditional sports from the 5 provinces in Indonesia (Central Java, East Java, West Java, North Sumatera, and South Sulawesi) were then presented in the following table:

Table 2. Respondents' answers to each indicator of *Gobak Sodor* traditional sports

No	Indicators	Nbr of Item	Statement Criteria										Avg. score	TC (%)	Note
			SS		S		N		TS		STS				
			F	%	F	%	F	%	F	%	F	%			
1.	Confidence	2	993	62.1%	457	28.6%	127	7.9%	21	1.3%	2	0.1%	4.5	90.2%	Very Good
2.	Cooperation	5	2246	56.2%	1574	39.4%	154	3.9%	23	0.6%	3	0.1%	4.5	90.0%	Very Good
3.	Leadership	4	1536	48.0%	1478	46.2%	157	4.9%	17	0.5%	12	0.4%	4.4	88.0%	Very Good
4.	Honesty	4	1611	50.3%	1193	37.3%	382	11.9%	9	0.3%	5	0.2%	4.2	83.0%	Very Good
5.	Responsibility	2	667	41.7%	659	41.2%	221	13.8%	52	3.3%	3	0.2%	4.2	84.2%	Very Good
6.	Physical Health	2	1017	63.6%	555	34.7%	72	4.5%	2	0.1%	3	0.2%	4.6	92.3%	Very Good
7.	Sportsmanship	1	393	49.1%	390	48.8%	14	1.8%	2	0.3%	1	0.1%	4.5	90.0%	Very Good
Rata-rata Total		20	8463	53.0%	6306	39.4%	1127	6.9%	126	0.9%	29	0.2%	4.4	88.2%	Very Good

Table 2 above shows the scores of *Gobak Sodor* traditional sports data research from 5 provinces in Indonesia. The average score is 4.4 with an achievement rate of 88.2%. The total average score and the level of achievement in this study indicate that the axiology value of *gobak sodor* is very good. Majority of respondents answered strongly agree that the *Gobak Sodor* has values that can improve psychomotor, cognitive and affective in students. The largest percentage of the 7 indicators of instrument answers are in Strongly Agree criteria (SS) 53.0%; Agree (S) 39.4%; Neutral (N) 6.9%; Disagree (TS) 0.9%; and Strongly Disagree (STS) 0.2%.

The results are presented in the following diagram:

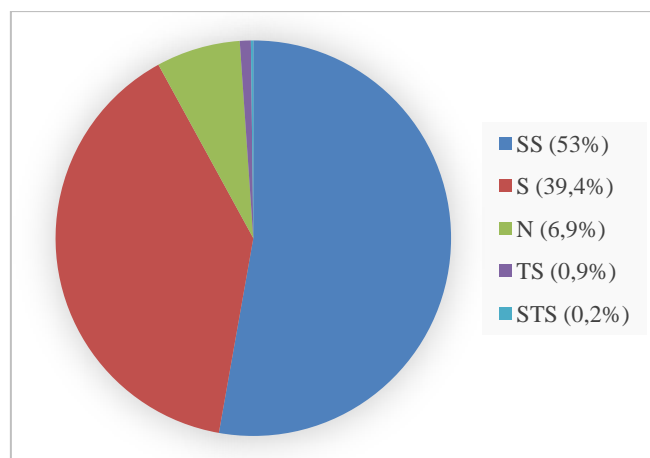


Image 1. Diagram of *Gobak Sodor* Axiology Criteria as A Traditional Sports in Indonesia

Image 1 illustrates 7 indicators as *gobak sodor* axiology. Thus, Indonesian people understand that *gobak sodor* has the values of Confidence, Cooperation, Leadership, Honesty, Responsibility, Physical Health, and Sportsmanship.

Confidence Indicator

The study result on confidence indicator shows that the average score is 4.5 and the achievement level is 90.2%, which means this indicator falls into 'very good' category. The percentage of all instrument answer choices are 62.1% Strongly Agree (SS); 28.6% Agree (S); 7.9% Neutral (N); 1.3% Disagree (TS); and 0.1% Strongly Disagree (STS). The confidence indicator is presented in the following diagram:

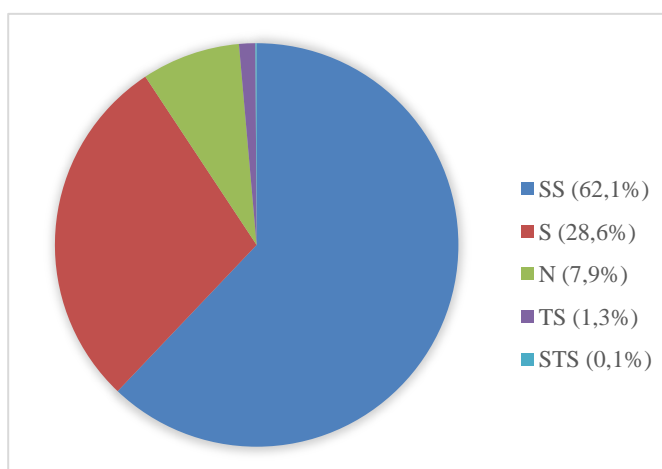


Image 2. Diagram of Confidence Indicator on *Gobak Sodor* Axiology as A Traditional Sports in Indonesia

Cooperation Indicator

The study result on confidence indicator shows that the average score is 4.5 and the achievement level is 90%, which means this indicator falls into 'very good' category. The percentage of all instrument answer choices are 56.2% Strongly Agree (SS); 39.4% Agree (S); 3.9% Neutral (N); 0.6% Disagree (TS); and 0.1% Strongly Disagree (STS). The cooperation indicator is presented in the following diagram:

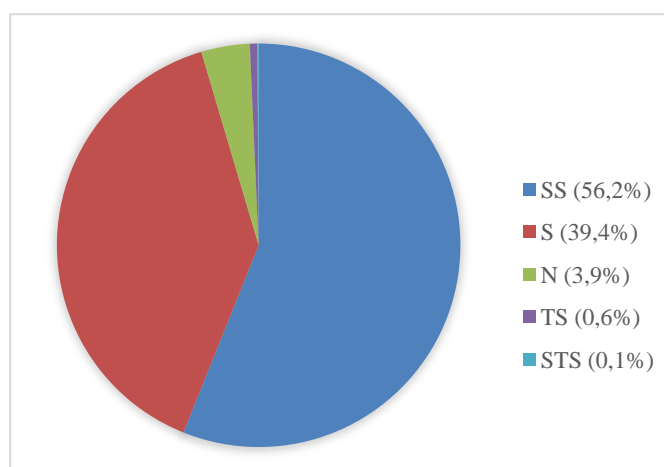


Image 3. Diagram of Cooperation Indicator on *Gobak Sodor* Axiology as A Traditional Sports in Indonesia

Leadership Indicator

The study result on leadership indicator shows that the average score is 4.4 and the achievement level is 88%, which means this indicator falls into 'very good' category. The percentage of all instrument answer choices are 48% Strongly Agree (SS); 46.2% Agree (S); 4.9% Neutral (N); 0.5% Disagree (TS); and 0.4% Strongly Disagree (STS). The leadership indicator is presented in the following diagram:

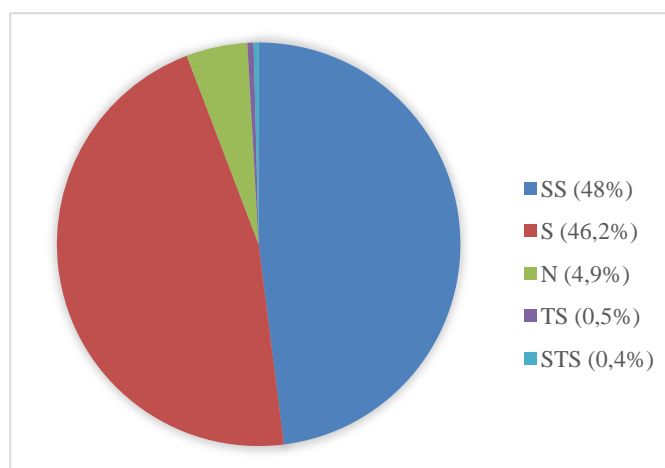


Image 4. Diagram of Leadership Indicator on *Gobak Sodor* Axiology as A Traditional Sports in Indonesia

Honesty Indicator

The study result on honesty indicator shows that the average score is 4.2 and the achievement level is 83%, which means this indicator falls into 'very good' category. The percentage of all instrument answer choices are 50.3% Strongly Agree (SS); 37.3% Agree (S); 11.9% Neutral (N); 0.3% Disagree (TS); and 0.2% Strongly Disagree (STS). The honesty indicator is presented in the following diagram:

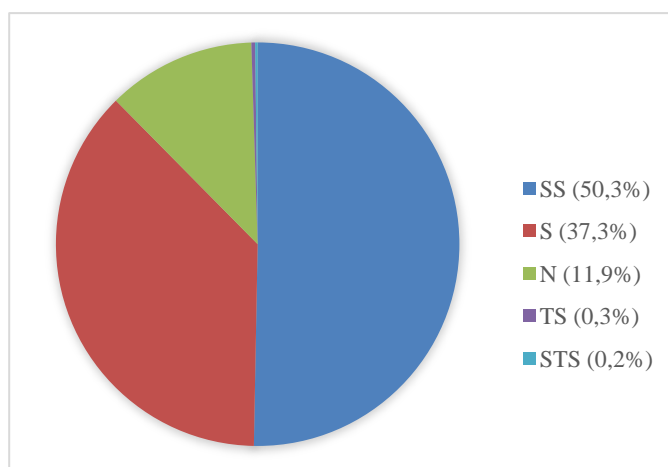


Image 5. Diagram of Honesty Indicator on *Gobak Sodor* Axiology as A Traditional Sports in Indonesia

Responsibility Indicator

The study result on responsibility indicator shows that the average score is 4.2 and the achievement level is 84.2%, which means this indicator falls into 'good' category. The percentage of all instrument answer choices are 41.7% Strongly Agree (SS); 41.2% Agree (S); 13.8% Neutral (N); 3.3% Disagree (TS) and 0.2% Strongly Disagree (STS). The responsibility indicator is presented in the following diagram:

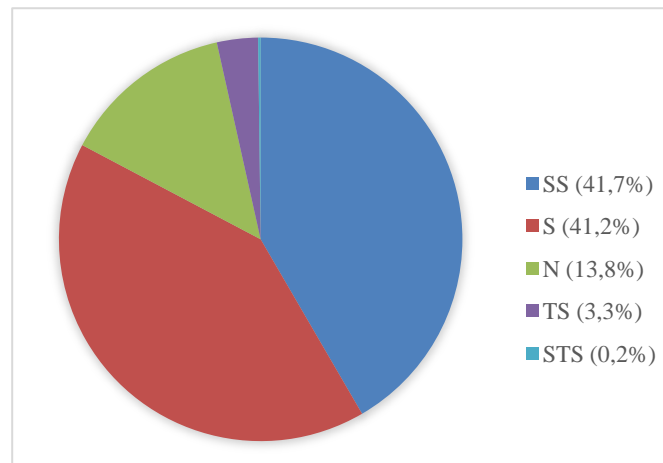


Image 6. Diagram of Responsibility Indicator on *Gobak Sodor* Axiology as A Traditional Sports in Indonesia

Physical Health Indicator

The study result on physical health indicator shows that the average score is 4.6 and the achievement level is 92.3%, which means this indicator falls into 'very good' category. The percentage of all instrument answer choices are 63.6% Strongly Agree (SS); 34.7% Agree (S); 4.5% Neutral (N); 0.1% Disagree (TS); and 0.2% Strongly Disagree (STS). The physical health indicator is presented in the following diagram:

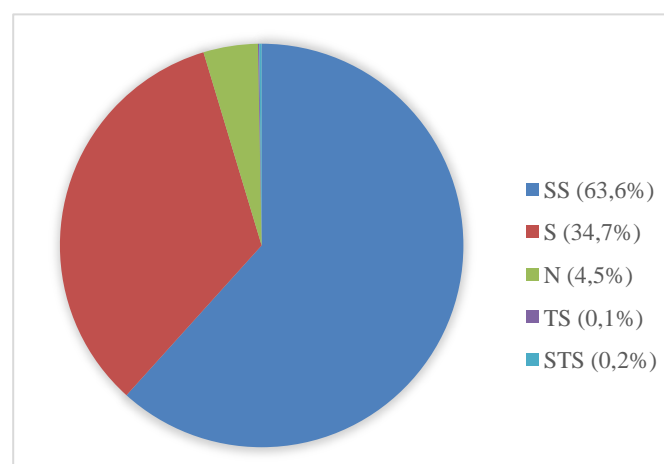


Image 7. Diagram of Physical Health Indicator on *Gobak Sodor* Axiology as A Traditional Sports in Indonesia

Sportsmanship Indicator

The study result on sportsmanship indicator shows that the average score is 4.5 and the achievement level is 90%, which means this indicator falls into ‘very good’ category. The percentage of all instrument answer choices are 9.1% Strongly Agree (SS); 48.8% Agree (S); 1.8% Neutral (N); 0.3% Disagree (TS); and 0.1% Strongly Disagree (STS). The sportsmanship indicator is presented in the following diagram:

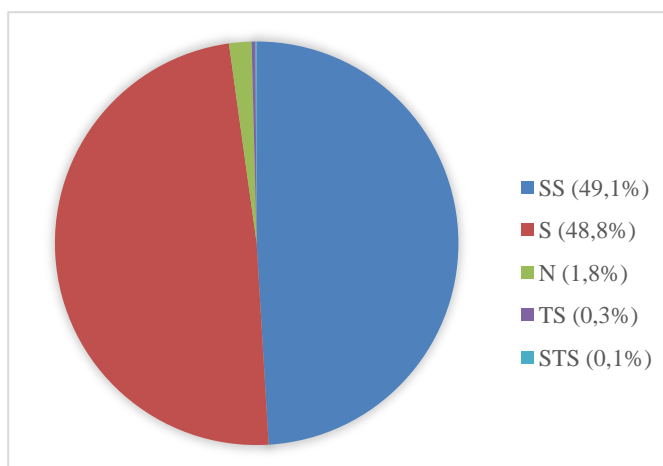


Image 8. Diagram of Sportsmanship Indicator on *Gobak Sodor* Axiology as A Traditional Sports in Indonesia

Discussion

Axiology is a science that defines the nature or morals from the philosophy of science perspective (Kattsoff dalam Wibawa, S., 2013). Axiology is a part of philosophy that contains truth and moral values in a normative perspective for the application of science in daily life (Abadi, T.W.,2016). From the axiology point of view, the *Gobak Sodor* sport has the characteristic values of Confidence, Leadership, Cooperation, Responsibility, Honesty, Physical Health, and Sportsmanship.

The values contained in *Gobak Sodor* traditional sport are very good to be implemented in daily life, especially students in recognizing the values contained in the game (Irmansyah et al., 2020). So, *Gobak Sodor* traditional sport indirectly provides values, namely Confidence, Leadership, Cooperation, Responsibility, Honesty, Physical Health, and Sportsmanship for students. The values contained in *Gobak Sodor* aim to shape the character of students, in which they can instill an understanding of the student's personality (Andriani. T., 2012). It is with one expectation that students will be able to understand the values contained in the *gobak sodor* traditional sport and become provisions for students to be applied in the community in particular and in general.

Gobak Sodor axiology as a traditional sports in Indonesia has the character of confidence. Confidence is an aspect of personality that encourages children's ability to achieve success which is formed through the children's learning process in its application in their environment (Fitri et al., 2018). Therefore, in traditional sports, the confident characteristic will encourage you to have the concept of relying on yourself.

Gobak Sodor axiology as a traditional sports in Indonesia has the character of cooperation. *Gobak Sodor* is inseparable from team cooperation concept. Great cooperation between team members will create a strong team. Cooperation is a group of teams where the members support and rely on each other in achieving a goal (Johnson, 2014). It shows that cooperation in *Gobak Sodor* sports will provide positive values in everyday life.

Siagawati and Prastiti (2007) mentioned that the leadership value of *Gobak Sodor* is obtained by imitating older children in leading and managing the *Gobak Sodor* game, so it indirectly stimulates a child's leadership spirit. Leadership means someone who has the ability to influence and motivate others in achieving a common goal (Wahyudi, 2019). These values in the traditional sport *gobak Sodor* will be very useful if leadership characters can be applied in everyday life and can maintain the culture of Indonesia's ancestors in the midst of the progress of the times.

Gobak Sodor axiology as a traditional sports in Indonesia has the character of honesty. Honesty is a laudable attitude that has a responsible behavior for what is done (Inten, 2017). The character of honesty in *gobak sodor* traditional sports indirectly provides great benefits to others. Honesty is a fundamental life value that is taught to students, so in its application, a person's honesty is judged by the accuracy of what someone is talking about with the truth and the reality that happened (Chairilsyah, 2016). Thus, the honesty character in *gobak sodor* will provide positive energy to convey something without any lies (Prasetio et al., 2020).

Gobak Sodor axiology as a traditional sports in Indonesia has the character of responsibility. Being responsible is a person's inner calling in carrying out obligations because of the impulse in him (Erfayliana, 2015). Thus, in *gobak sodor* traditional sports, students can indirectly accept obligations in carrying out certain tasks in words, actions and attitudes..

Conclusion

The *gobak sodor* axiology gives the view to the public that *gobak sodor* traditional sports does not only play a role as an ordinary sport but there are also values that are used as media or methods in the learning process in the educational environment, especially for elementary and junior high school students. *Gobak sodor* provides many benefits for society in general and society in particular in everyday life, especially the characteristics found in students when playing the *gobak sodor* traditional sports. This traditional sports is able to make students to behave ethically and aesthetically towards peers and the surrounding environment. The values in *gobak sodor* consist of confidence, cooperation, leadership, honesty, responsibility, physical health, and sportsmanship. The results of this study can be proven by the very good category in perspective of the Indonesian people towards the *gobak sodor* axiology as a traditional sports in Indonesia.

REFERENCES

- Abadi, T. W. (2016). Aksiologi: Antara Etika, Moral, dan Estetika. *KANAL: Jurnal Ilmu Komunikasi*, 4(2), 187-204
- Astiti, K. A. (2017). *Evaluasi pembelajaran*. Penerbit Andi
- Andriani, T. (2012). Permainan tradisional dalam membentuk karakter anak usia dini. *Sosial Budaya*, 9(1), 121-136
- Bloodworth, A., McNamee, M., & Bailey, R. (2012). Sports, physical activity and well-being: An objectivist account. *Sports, Education and Society*, 17(4), 497–514. <https://doi.org/10.1080/13573322.2011.608948>
- Booc, R. P., Rafaela, K. B., Torres, M. J., Bulawan, R. P., II, L. C. J., Cortuna, I. J. M., & Asuncion, J. E. (2019). THE TRADITIONAL FILIPINO GAMES: STATUS CHECK AMONG GENERATION Z. *Theoretical & Applied Science*. <https://doi.org/10.15863/tas.2019.10.78.25>
- Bronikowska, M., & Groll, M. (2005). Definition, classification, preservation and dissemination of traditional sports & games in Europe. *TAFISA Recall*
- Chairilisyah, D. (2016). Metode dan teknik mengajarkan kejujuran pada anak sejak usia dini. 5(1).
- Edgar, A. (2013). Sports and art: An essay in the hermeneutics of sports. *Sports, Ethics and Philosophy*, 7(1), 1–9. <https://doi.org/10.1080/17511321.2013.761879>
- Edgar, A. (2015). The Philosophy of Sports. *International Journal of the History of Sports*, 32(15), 1804–1807. <https://doi.org/10.1080/09523367.2015.1108309>
- Eichberg, H. (2005, November). Traditional games: A joker in modern development. In *Some experiences from Nordic countries and Nordic-African exchange. A paper for the international conference play the game, Copenhagen*.
- Erfayliana, Y. (2015). Pendidikan Jasmani Dalam Membentuk Etika, Moral, Dan Karakter. *TERAMPIL: Jurnal Pendidikan dan Pembelajaran Dasar*, 2(2), 302-315.
- Fitri, E., Zola, N., & Ildil, I. (2018). Profil Kepercayaan Diri Remaja serta Faktor-Faktor yang Mempengaruhi. *JPPI (Jurnal Penelitian Pendidikan Indonesia)*, 4(1), 1. <https://doi.org/10.29210/02017182>
- Groll, M., Bronikowska, M., & Savola, J. (2015). Cultural aspects of Traditional Sports and Games Traditional Sports and Games from different perspectives relating to cultural. September.
- Guo, J., & Li, R. (2017). The Development of Leisure Sports in Ancient China and Its Contemporary Sports Culture Value. *Advances in Physical Education*, 07(04), 377–382. <https://doi.org/10.4236/ape.2017.74031>

- Inten, D. N. (2017). Penanaman Kejujuran Pada Anak Dalam Keluarga. *FamilyEdu*, 3(1).
- Irmansyah, J., Lumintuarso, R., Sugiyanto, F. X., & Sukoco, P. (2020). Children's social skills through traditional sports games in primary schools. *Cakrawala Pendidikan*, 39(1), 39–53. <https://doi.org/10.21831/cp.v39i1.28210>
- Johnson, Elaine B. (2014). *Contextual Teaching and Learning: Menjadikan Kegiatan Belajar Mengajar Mengasyikan dan Bermakna*. Bandung: Kaifa
- Khan, K. A., & Thuehan, B. (2019). UNESCO traditional sports and games. *Педагогико-Психологические И Медико-Биологические Проблемы Физической Культуры И Спорта*, 14(2 (eng)), 5–8. <https://doi.org/10.14526/2070-4798-2019-14-2-5-8>
- Kylasov, A. (2019). Traditional sports and games along the silk roads. 1(1), 1–10.
- Prasetio, P. A., Praramdana, G. K., & Kuningan, U. (2020). Berbasis Karakter Pada Sekolah Dasar Gobak Sodor and Bentengan As Traditional Game in Learning Penjasorkes Based on Character. 7, 19–28.
- Septaliza, D., & Victorian, R. (2017). Survei Permainan Olahraga Tradisional Dalam Pembelajaran Pendidikan Jasmani, Olahraga, dan Kesehatan (PENJASORKES). *Jurnal Ilmiah Bina Edukasi*, 1(1), 43–54.
- Shinta, D. K., Syamsi, I., & Haryanto, H. (2019). Traditional Game as a Media for Character Education Inclusion Elementary School. 296(Icsie 2018), 412–416. <https://doi.org/10.2991/icsie-18.2019.77>
- Siagawati, M., & Prastiti, W. D. (n.d.). GOBAG SODOR di masa sekarang sering dikaitkan seseorang untuk bertindak baik atau buruk , benar atau salah . Oleh karenanya baik . Sebagaimana yang dinyatakan kepercayaan yang memandu aksi dan pilihan yang sengaja untuk menghindari perilaku tersebut . Kep. 83–95.
- Suherman, W. S., Dapan, Guntur, & Muktiani, N. R. (2019). Development of traditional children play based instructional model to optimize development of kindergarteners' fundamental motor skill. *Cakrawala Pendidikan*, 38(2), 356–365. <https://doi.org/10.21831/cp.v38i2.25289>
- Sukdee, T., Khjaornsilp, J., & Mahaniyom, S. (2020). Factors Affecting on the Preserving Thai Culture of Undergraduate Students in Thailand National Sports University. *World Journal of Education*, 10(2), 174. <https://doi.org/10.5430/wje.v10n2p174>
- Sun, Z. (2016). A Study of Chinese Traditional Sports in Globalization. 3(2), 35–36. <https://doi.org/10.9790/6737-03023536>
- Wahyudi, A. (2019). Pengembangan Model Pembelajaran Student Teams Achievement Divisions (Stad) Dalam Upaya Pembentukan Nilai-Nilai Kepemimpinan Dan Kerjasama Tim Pada Mata Kuliah Outbound Mahasiswa Fik Unj. *Jurnal Ilmiah Sports Coaching and Education*, 3(1), 32-40.

Wibawa, S. (2013). *Filsafat Jawa*. UNY Press.

Yudiwinata, H. P., & Handoyo, P. (2014). Permainan Tradisional dalam Budaya dan Perkembangan Anak. *Paradigma*, 02, 1–5.