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Integration of Cultural Values and Physical Activity through 'Patok Lele' Game in Physical Education Subjects at Elementary School

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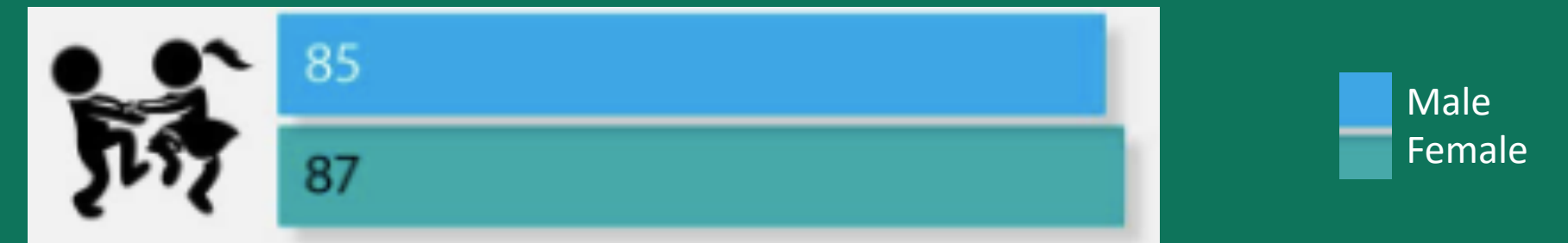
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Globally, children’s physical activity is declining, increasing the risk of obesity and reducing motor skills. Physical Education is not only about fitness; it also fosters cooperation, discipline, and social skills. The integration of cultural values through traditional games supports holistic education and strengthens students’ identity.

- ❖ Children’s physical activity is declining due to gadget use and a sedentary lifestyle.
- ❖ Physical Education fosters cooperation, discipline, and social skills.
- ❖ The integration of cultural values strengthens identity and enhances local pride.

(Goodway et al., 2014; Järvinen et al., 2024; Vandoni et al., 2024)

Prevalence of Physical Inactivity in Indonesia



Physical Inactivity Among Children Aged 11–17 (%)
(Source: World Health Organization, 2024)



Traditional Games as a Pedagogical Tool

- ❖ Combining physical activity, social interaction, and cultural values.
- ❖ Patok Lele: coordination, strategy, and cooperation.
- ❖ Values: teamwork, discipline, communication, and sportsmanship.



Traditional games such as Patok Lele are not only enjoyable but also educational, encouraging cooperation, communication, and active movement among students.

(Damanik & Sinaga, 2021; Irfan et al., 2024; Sumantri et al., 2024).



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- ❖ **Analyzing students' active participation.**
- ❖ **Observing social interaction and cooperation.**
- ❖ **Examining the internalization of cultural values and character.**

Objective the Study

This study aims to investigate how Patok Lele enhances students' participation, cooperation, and cultural awareness in Physical Education classes.

Research Method

- ❖ Qualitative descriptive design with mixed-methods elements.
- ❖ Participants: 32 students and 1 Physical Education teachers.
- ❖ Data: observations, interviews, and documentation.

We employed a qualitative descriptive design with mixed-methods elements, including observations, interviews, and documentation, to gain an in-depth understanding.



Result

Table 1: Participation & Physical Activity

| Indicator | Students | Percentage |
|-----------------------------------------|----------|------------|
| Active participation | 28 | 87.50% |
| Partial participation | 4 | 12.50% |
| High physical activity (≥ 30 min) | 26 | 81.25% |

Most students (87.5%) actively participated, with an average physical activity duration of 35 minutes, higher than in regular lessons.





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Result

Table 2: Social Interaction & Sportsmanship

| Aspect | High | Low |
|---------------|------|-----|
| Sportsmanship | 30 | 2 |

Students naturally formed groups, developed strategies, and supported each other. The majority demonstrated high levels of sportsmanship.



Result

Cultural and Emotional Engagement

- ❖ Students learned local traditions through the game.
- ❖ Increased motivation and enjoyment.
- ❖ Positive emotional expressions: happiness and enthusiasm.

Students were physically and culturally engaged, enjoying the game while learning about local traditions.





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Patok Lele enhances students' motivation and social skills, teaches cultural values, and enables inclusive participation.

(Hananingsih et al., 2024; Kim et al., 2023; Morejón Calixto et al., 2024)

- ❖ Integrates physical, social, and cultural learning.
- ❖ Enhances motivation, cooperation, and cultural identity.
- ❖ Inclusive: boys, girls, and students of varying skill levels.



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Conclusion



In conclusion, Patok Lele promotes holistic student development. Teachers are encouraged to integrate traditional games to enhance motor skills, character, and cultural awareness.