

Traditional games and pupils' physical fitness level

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Abstract: Traditional games have long contributed to childhood development by promoting physical activity, cognitive engagement, and social interaction. This study aimed to determine the effect of playing traditional games on the physical fitness levels of Grade 4 pupils at Pawa Elementary School. A quasi-experimental single-group design was employed, involving 30 Grade 4 pupils selected through total enumeration. Various fitness components were assessed: muscular strength (push-ups), flexibility (sit and reach), agility (hexagon agility test), cardiovascular endurance (three-minute step test), speed (40-meter sprint), and coordination (juggling). Findings revealed that the participants initially exhibited a "Low" level of physical fitness. However, after participating in traditional games, their fitness levels improved to a "High" rating. Statistical analysis confirmed a significant difference in physical fitness levels before and after the intervention. The results affirm that traditional games are effective in enhancing students' physical health while also cultivating teamwork, strategic thinking, and cultural appreciation. It is recommended that MAPEH teachers integrate traditional games into their lessons to enrich physical education with meaningful social and cultural experiences. School administrators are likewise encouraged to support this approach by allocating resources and fostering community involvement. Furthermore, curriculum planners may consider incorporating traditional games across various grade levels to promote holistic development. Future researchers are also encouraged to explore the broader impacts of traditional games on student well-being and to examine how such games may be adapted to suit learners with diverse needs and backgrounds.

Keywords: Traditional Games, Physical Fitness, Values, Batuhangbola, Patintero

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INTRODUCTION

Physical fitness, a cornerstone of overall health and well-being, is paramount for optimal growth and development, particularly during childhood and adolescence. The cultivation of a physically active lifestyle not only enhances physical capabilities but also contributes to cognitive function, emotional regulation, and social competence (Centers for Disease Control and Prevention, 2023). However, in contemporary society, characterized by rapid technological advancements and increasingly sedentary lifestyles, physical inactivity has emerged as a pressing global health concern (World Health Organization, 2018).

The alarming rise in childhood obesity and related chronic diseases underscores the urgent need for effective interventions to promote physical activity. While traditional forms of exercise and structured sports programs have their merits, there is a growing recognition of the potential benefits of incorporating diverse and engaging physical activities into children's lives. In this context, traditional games, often rooted in cultural heritage and passed down through generations, offer a promising avenue for addressing the physical inactivity crisis among youth.

Traditional games, with their inherent blend of physical exertion, cognitive stimulation, and social interaction, have been an integral part of childhood experiences for centuries. These games typically involve a variety of motor skills, such as running, jumping, throwing, catching,

and balancing, which contribute to the development of overall physical fitness. Moreover, the competitive and cooperative elements inherent in many traditional games foster teamwork, leadership, and problem-solving abilities, enhancing not only physical but also social and emotional well-being (Parry, 2016).

These games, often passed down through generations, involve physical activity, cognitive stimulation, and social interaction. Rooted in cultural heritage, they reflect the values, beliefs, and customs of a particular community (Syamsi, 2019). Beyond entertainment, traditional games have been recognized for their potential to contribute to holistic child development, encompassing physical, cognitive, social, and emotional domains (Yavuz, 2018).

The physical nature of traditional games, characterized by running, jumping, throwing, catching, and balancing, makes them valuable resources for enhancing children's physical fitness (Angulo et al., 2020). These games often demand various motor skills, promoting strength, endurance, agility, and coordination. Moreover, the competitive and cooperative elements inherent in many traditional games foster teamwork, leadership, and problem-solving abilities, contributing to social and emotional growth (Hardinata et al., 2021).

However, the contemporary landscape characterized by rapid technological advancements and increasingly sedentary lifestyles has led to a decline in the popularity of traditional games (Yazici, 2015). The allure of digital media and structured organized sports has overshadowed the value of these age-old pastimes. As a result, there is a growing concern about the potential negative impact on children's physical health and overall well-being.

Being an elementary teacher and an advocate of physical fitness, the researcher opted to explore the vital role traditional games play in optimizing health and fitness of every learner. Eager towards developing significant contribution to the field of physical education, this research study was intellectualized.

This study aimed to investigate the effect of playing traditional games to the pupils' physical fitness levels. By exploring this connection, the research sought to contribute to the growing body of knowledge on the benefits of incorporating traditional games into physical education curricula and promoting a holistic approach to child development.

Objectives of the study

This study aimed to determine the effect of playing traditional games to the level of physical fitness of Grade 4 pupils of Pawa Elementary School.

Specifically, this study aimed to:

1. determine the level of physical fitness of the pupils before the application of the traditional games in terms of muscular strength, flexibility, agility, cardiovascular endurance, speed, and coordination;
2. determine the level of physical fitness of the pupils after the application of the traditional games in terms of muscular strength, flexibility, agility, cardiovascular endurance, speed, and coordination; and,
3. determine the significant difference in the level of physical fitness of the pupils before and after the application of the traditional games.

Theoretical framework

This study was grounded in three significant theories: ecological systems theory, physical activity and child development theory and sociocultural theory. The ecological systems theory was proposed by Urie Bronfenbrenner. This framework posits that individuals develop within a complex system of interconnected environments that influence their behavior and development. In the context of this research, the child is at the center of multiple ecological systems, including the microsystem (family, school, peers), mesosystem (interactions between microsystems), exosystem (community, media), and macrosystem (culture, socioeconomic conditions).

Physical activity and child development theory posits that regular physical activity is crucial for optimal child growth, development, and overall well-being. It emphasizes the intricate relationship between physical exertion and various aspects of child development, including physical, cognitive, social, and emotional domains. Physical activity contributes to the development of gross and fine motor skills, bone health, muscle strength, and cardiovascular fitness. Beyond physical benefits, it also stimulates brain development, enhances cognitive function, improves attention span, and boosts creativity. Moreover, engaging in physical activity encourages social interaction, teamwork, and cooperation, which in turn help develop emotional regulation and boost self-esteem. This perspective highlights the vital role of integrating physical activity into children's daily routines to support their overall development and establish the groundwork for a healthy, active lifestyle. (Tang, 2025).

Sociocultural theory, primarily attributed to Lev Vygotsky, posits that human cognitive development is fundamentally a social process. This perspective emphasizes the role of culture and social interaction in shaping an individual's thinking and learning. Vygotsky argued that children actively construct their knowledge through social interactions with more knowledgeable others, such as parents, teachers, and peers. This process, known as "internalization," involves the gradual transformation of socially shared activities into individual mental functions. The theory highlights the importance of language, cultural tools, and shared experiences in cognitive development, suggesting that learning is deeply embedded within a social and cultural context.

Vygotsky's sociocultural theory provides a lens for examining the role of cultural and social factors in shaping children's physical activity behaviors. Traditional games are rooted in cultural traditions and passed down through social interactions, shaping how children engage with and find enjoyment in them. These games often reflect the values and practices of a community, offering children a sense of cultural identity and belonging. Through playing with peers and family members, children not only learn the rules and skills of the games but also develop social connections, cooperation, and communication. This shared experience enhances both their enjoyment and developmental growth (Raval, 2023).

By integrating ecological systems theory, physical activity and child development theories, and sociocultural theory, this study aims to understand the complex interplay of factors that influence children's participation in traditional games and their subsequent impact on physical fitness. The theoretical framework will guide the research design, data collection, and interpretation of findings.

METHODOLOGY

Research design

The primary objective of this research was to establish the relationship of the level of physical fitness and level of skills in traditional games of the participants. The research methodology employed a quasi – experimental single group design and developed hypotheses to elucidate the present condition.

The quasi-experimental single group design is a research methodology that involves observing a single set of participants over a designated period. In this approach, researchers collect data on the dependent variable at two crucial times: before the intervention is implemented (pretest) and after the intervention has taken place (posttest). By analyzing the changes in these measurements, researchers attempt to draw conclusions about the effect of the intervention. However, one significant limitation of this research design is the absence of a control group, which is a defining feature of true experimental designs. This absence categorizes the single group design as quasi-experimental. There are several variations of this design, such as the one-group posttest-only design, where researchers only measure the dependent variable after the intervention has been introduced, and the one-group pretest-posttest design, which captures data before and after the intervention (Campbell and Stanley, 1996).

Moreover, Campbell and Stanley (1996) emphasized that a more sophisticated form within this framework is the interrupted time-series design. This variation involves taking multiple measurements of the dependent variable both before and after the intervention, allowing researchers to identify any baseline trends and ultimately strengthen their analysis. While single group designs can be appealing due to their practicality and cost-effectiveness, they are primarily criticized for their low internal validity. The lack of a control group makes it difficult to firmly attribute any observed changes in the dependent variable to the intervention itself. Other factors, termed threats to internal validity—such as historical events, participant maturation, or the effects of repeated testing—can potentially influence the outcomes and offer alternate explanations for the changes observed in the study.

This particular design aids in assessing the degree of correlation among various variables, particularly to the physical fitness and traditional games skills of the participants. The variables play a crucial role in this study as they become the main focus and guide for conducting the investigation. It is based on the premise that the level of skills of traditional games (independent variable) affects the level of physical fitness of the participants (dependent variable).

Locale of the study

The study was conducted in the Division of Capiz particularly at Pawa Elementary School for the Academic Year 2024-2025.

Participants of the study

Thirty (30) Grade 4 pupils of Pawa Elementary School served as the respondents and were chosen through total enumeration.

Data gathering instrument

In this study, in measuring the level of physical fitness, push-ups were used to measure muscular strength, sit and reach for flexibility, hexagon agility test for agility, three-minute step test for cardiovascular endurance, forty-meter sprint for speed and juggling was used for measuring the level of coordination among the participants.

Data gathering procedures

The researcher sought permission from the College of Education - Graduate School of Capiz State University and the Schools Division Superintendent of the Schools Division of Capiz for the conduct of the research study. After the permission was granted, the researcher began the execution of the research.

Physical Fitness. In measuring physical fitness, the Physical Fitness Test Manual issued by the Department of Education through the DepEd Order No. 034, series of 2019, dated December 9, 2019 and entitled, "Revised Physical Fitness Test Manual". The Physical Fitness Test includes both Health Related and Skills Related Fitness components and is used to evaluate a student's physical fitness level. For health-related components, cardio-respiratory endurance and body composition will be measured. For skill-related components, power and speed will be measured.

Body Composition - Body Mass Index. The formula is weight in kilograms divided by height in meter squared. To measure weight accurately, it is recommended to wear light clothing and stand on a scale with bare feet. Ensure that the weight is distributed evenly in the center of the scale. If someone else is taking the measurement, they should adjust the scale to zero point before starting and record the score in kilograms. To measure height, stand straight against a wall where the tape measure is attached. If someone else is taking the measurement, they should use an L-square against the wall with the base at the top of the person's head and ensure that it is straight and parallel to the floor. The measurement for height should then be recorded in meters.

Cardiovascular endurance - 3-Minute Step Test. Steps for the tester: (1) Keep one foot distance from the step or bench, stand straight and look ahead. (2) Start with alternating steps, and when you hear the signal "Go," continue stepping up and down the step/bench for 3 minutes at a rate of 96 beats per minute. Each step consists of 4 beats, with the first sequence starting with the left foot (ct.1), right foot (ct.2), left foot (ct.3), and right foot (ct.4). Then, for the second sequence, start with the right foot (ct.1), left foot (ct.2), right foot (ct.3), and left foot (ct.4). Breathe properly by inhaling through your nose and exhaling through your mouth. (3) After the exercise, stand still, find your pulse and start counting your heartbeat within five (5) seconds or at a signal. (4) Do not talk while taking the pulse beat. (5) Count your pulse beat for 10 seconds and then multiply it by 6.

The steps to conduct the partner test involve the student taking position in front of a step, followed by the signal to begin the 3-minute step test. After the test, the performer is given 5 seconds to locate their pulse. The signal is then given to count the pulse beat, which the performer counts for 10 seconds and multiplies by 6. Finally, the heart rate after the activity is recorded for 60 seconds.

Power - Standing Long Jump. To conduct the tester procedures, one must follow the below steps: (1) Position yourself behind the take-off line with your feet parallel to each other. Ensure that the tips of your shoes do not go beyond the line. (2) Bend your knees and swing your arms backward once, then swing them forward as you jump, landing on both feet. Try to jump as far as possible. (3) Avoid controlling the momentum of the jump and continue moving forward. (4) Land on both feet. (5) It is essential to perform the test twice in a row.

To measure the jump distance accurately, the partner should follow these steps: first, place the starting point of the tape measure at the take-off line. Then, after the jump, locate the point where the back of the tester's heel has landed closest to the take-off line. Next, record the distance of the two trials, and finally, record the best distance in meters to the nearest 0.1 centimeters as the final score.

Speed - 40-meter sprint. Here are the instructions that were given to the tester: (1) upon hearing the signal "Ready", the tester should stand behind the take-off line and crouch down without allowing the tips of their shoes to cross the line; (2) upon hearing the signal "Get Set", the tester should un-crouch and place both hands on the starting line; and (3) upon hearing the signal "Go", the tester should run as fast as possible towards the finish line.

To time the performer, the partner had to follow these steps: (1) reset the stopwatch to zero (0) point; (2) start the watch when the signal "Go" was given and then stop it as soon as the performer crossed the finish line; (3) record the time in the nearest 0:00:01 seconds and (4) for scoring purposes, record the time in the nearest minutes and seconds.

Data analysis procedure

After the retrieval of the questionnaire, they were collated, scored and entered in the master data. Then, they were ready for computer processing using a licensed IBM SPSS Statistics 28 program. The researcher made sure that the responses were properly scored and assigned the respective verbal interpretation for each indicator.

The mean, and Wilcoxon Signed Ranks Test were the statistical tools used to analyze and interpret the gathered data.

Mean was used to determine the level of physical fitness of the participants before and after the application of the traditional games. The data were presented in tables.

On significant difference between the level of physical fitness of the participants before and after the application of the traditional games, the Wilcoxon Signed Ranks Test was used to measure the significant difference between the variables. The level of significance was set at 0.05.

DISCUSSION OF FINDINGS

Participants' level of physical fitness before the application of the traditional games

The findings revealed that the participants' grand mean score on their level of physical fitness as a whole was 2.75. Result further implied that the participants had a "Low" level of physical fitness before the application of traditional games. Likewise, they had a "Low" level of physical fitness in terms of cardiovascular endurance, speed, and coordination. However, there was a highest mean score of 3.47 which was interpreted as "High" level of physical fitness and this was in terms of agility. On the other hand, they had an "Average" level of physical fitness in terms of strength, and flexibility.

This finding implies that, collectively, the participants displayed limited physical abilities across various fitness components during the initial assessment. Examining the individual components reveals a consistent trend of "Low" fitness levels in essential areas like cardiovascular endurance, speed, and coordination. These components are vital for overall physical health and performance, highlighting potential areas for enhancement. Notably, agility emerged as the strongest area, with the highest mean score of 3.47, reflecting a "High" level in this category. This implies that while other fitness dimensions may need development, the participants have a relatively strong capacity for quick and efficient direction changes. Meanwhile, the "Average" results noted in muscular strength and flexibility demonstrate that participants displayed moderate capabilities in these areas, sitting between the low and high fitness levels. Overall, these findings depict a group with generally low physical fitness, marked by a significant strength in agility and moderate performance in strength and flexibility, pinpointing specific areas for targeted improvement.

The result of this finding agrees to the study of Septianto et al. (2024) and Suryadi, Nasrulloh, et al. (2024) who found that participation in these games improved both physical fitness and literacy. The observation of "High" agility corresponds with findings highlighting how many traditional games enhance agility, as noted by Muhaimin, et al., (2024) and research on the Teduray traditional games (ejournals.ph), which underscored gains in speed and agility. Conversely, the "Low" ratings in cardiovascular endurance, speed, and coordination point to areas that could benefit from focused interventions using specific traditional games, consistent with the notion that these games can enhance basic movement skills (Atlantis Press, 2024). The "Average" scores in strength and flexibility suggest that while traditional games support overall fitness, they may not specifically target these components as effectively as they do agility. Additionally, research highlights the cultural significance and motivation associated with traditional games (Muhaimin, et al., 2024), which are vital for maintaining engagement and achieving fitness improvements, as supported by motivational theories in Dialnet (2024).

Overall, the findings align with the existing literature, indicating that traditional games can be beneficial for enhancing physical fitness, but strategic approaches may be necessary to improve specific areas like cardiovascular endurance, speed, and coordination while also considering the advantages for agility.

Participants' level of physical fitness after the application of the traditional games

When all the 30 participants were taken as a whole group, the grand mean score on their level of physical fitness as a whole was 3.43. Result further implied that the participants had a "High" level of physical fitness after the application of traditional games. Similarly, they had a "High" level of physical fitness in terms of strength. On the other hand, they had an "Average" level of physical fitness in terms of flexibility, cardiovascular endurance, speed, and coordination. However, there was a highest mean score of 4.30 which was interpreted as "Very High" level of physical fitness and this was in terms of agility.

The results imply that these activities positively influenced the participants' overall physical abilities. Delving deeper into the individual components of fitness, strength also showed a "High" level, which is a significant finding, as it implies that the traditional games effectively engaged participants in ways that built or maintained their muscle strength. On the other hand, the "Average" levels noted for flexibility, cardiovascular endurance, speed, and coordination imply that although traditional games contributed to overall fitness, their influence in these areas was not as strong. It's worth mentioning the notably high average score of 4.30 for agility, which reflects a "Very High" level. Lastly, this exceptional performance in agility implies that the traditional games were particularly effective in improving the participants' quickness and ability to change direction effortlessly. These varied results across different fitness aspects underscore the diverse impact of traditional games on specific physical attributes.

Participants also valued the development of *resilience* and *cognitive skills* through the challenges inherent in traditional games. One participant explained, "*Bisan gin-tag ukonnabunggoako, nakatuonakongamagpadayonkagmagpaminsardayon para malikawan ko ini sa sunod*" (P10). This theme aligns with Braun and Clarke's (2006) view that themes capture complex psychological and behavioral dimensions embedded in lived experience. The subthemes of persistence and problem solving illustrate how traditional games teach players to cope with failure, adapt strategies, and maintain motivation despite setbacks.

Recent research supports that such play experiences foster emotional regulation and adaptive thinking, skills transferable beyond the game context (Nguyen & Lee, 2020). For example, the quick decision-making required in dodgeball enhances cognitive flexibility and situational awareness, while the need to outsmart opponents in patintero encourages strategic planning. Participants also reported improved self-confidence and stress management: "*Natun-anko ngamagpabilinngakalmadobisan may pressure kagmagpadayonbisan pa na-out ako.*" (P3). These findings underscore the importance of traditional games as informal training grounds for resilience and executive functioning, which are critical for lifelong success (Braun & Clarke, 2019).

Participants frequently emphasized that playing traditional games fostered *teamwork* and *social connection* as foundational values. One participant shared, "*Ang paghampang sang patinteronagpaintindisakon kung anokaimportante ang pag-istoryahanaykagpagbinuligay sang mgateammatesagudmagdaog.*" (P5). This reflects Braun and Clarke's (2019) notion that themes are actively constructed through participants' reflections and shared meanings. The subthemes of cooperation and friendship highlight how these games cultivate interpersonal skills such as effective communication, trust, and mutual support. These social skills are essential for emotional well-being and contribute to community cohesion (López & Martínez, 2018).

Moreover, traditional games provide embodied, face-to-face interactions that contrast with the often solitary nature of modern video games. Participants noted the joy of real-time collaboration and shared laughter: "*Ang best partamo ang padayonngapagbinuligay, kag ang tanannagacheerkagnagasuportaay sa isa kagisa..*" (P5). Cheng and Lam (2021) found that such physical, cooperative play encourages stronger social bonds and prosocial behavior in children and adolescents. The value of teamwork learned in these games extends beyond play, preparing participants for collaborative roles in family, school, and society. As P6 reflected, "*Kung part ka sang isa ka team, indimo gusto ngamadismaya ang iban, ganiginatrymo gid ang imo best.*" This sense of collective responsibility nurtures accountability and social belonging, which are vital for psychological health (Braun & Clarke, 2019).

This finding agrees to the study of Septianto et al. (2024) who showed that modifying traditional games can lead to substantial improvements in overall physical fitness among elementary school students. In a similar vein, a literature review by Muhaimin, et al., (2024) pointed out that games such as gobaksodor and benteng are effective for enhancing cardiovascular endurance, muscle strength, and flexibility. Another study in Jurnal Patriot (2024) confirmed that traditional games can boost various components of physical fitness in elementary children. Research by Kusuma et al. (2021) indicated enhancements in body skills, balance, and overall physical fitness from these games. Tangkudung, et al., (2019) explored how physical fitness materials for junior high school students could be developed using traditional games, while Yusroni (2019) stressed the importance of physical sports activities, including traditional games, for maintaining and improving fitness levels. Iswanto et al. (2024) found significant gains in physical fitness with regular involvement in traditional sports.

Additionally, Yulianto (2020) reported that traditional games can improve agility, speed, and endurance, as well as provide mental health benefits. Lestari (2022) noted the wide range of physical movements involved in traditional games, which contribute to improving children's physical fitness, a sentiment echoed by Kusnandar et al. (2019). Goodway et al. (2019) also highlighted the comprehensive benefits of traditional games, particularly regarding physical fitness. Although slightly older, Salvy et al.'s (2008) observation of higher activity levels in

children engaging in traditional games remains frequently referenced in more recent research. Together, these studies emphasize the significant role of traditional games in enhancing various dimensions of physical fitness across different age groups.

Difference between the pre-physical fitness and the post-physical fitness of the participants

The researcher found there was a difference between the level of physical fitness of the participants before and after the application of the traditional games. However, this difference was significant because the Wilcoxon Signed Ranks Test value of -4.797 had a p-value of 0.000 which was less than 0.05 alpha. The result further implied that there was a significant difference between the level of physical fitness of the participants before and after the application of the traditional games. Hence, the intervention conducted which was the application of the traditional games was effective and therefore, enhanced and improved their level of physical fitness.

Likewise, there was a significant difference between the pre and the post-physical fitness of the participants in terms of muscular strength, flexibility, agility, cardiovascular endurance, speed, and coordination because the Wilcoxon Signed Ranks Test values had a p-values which were less than 0.05 alpha.

The data presented in Table 3 revealed a significant difference in the physical fitness levels of participants after engaging in traditional games. This strong statistical result implies that the differences in physical fitness observed before and after the intervention are not random but rather a true effect of the traditional games. Therefore, the findings implied that using traditional games effectively improved the overall physical fitness of the participants, emphasizing their potential as a valuable approach to enhancing physical well-being.

This finding conforms to the study of Hussain (2022) who highlighted significant gains in the physical fitness of elementary school children in Pakistan through the use of Pittu Garam. Similarly, Septianto et al., (2024) found that modified traditional games also boosted the physical fitness levels of elementary students. Literature reviews conducted by Ali et al., (2024) further support the idea that these games can enhance various components of physical fitness. Suryadi, et al., (2024) noted that integrating play, particularly traditional games, into physical education promotes fitness. Research by Hardinata et al. (2021) and Mashud et al. (2024) underscores the benefits of regular exercise, including traditional games, on overall physical health.

Other studies highlighted the physical benefits of traditional games. Kusuma et al. (2021) found improvements in body coordination and balance, while Suherman et al. and Kamaludin et al. (2020) noted enhanced movement and motor skills in children. Yulianto (2020) reported gains in agility, speed, and endurance when these games were used in training. Tangudung et al. (2019) further emphasized their value in developing creative, community-based fitness programs, showing how traditional games support both fun and athletic growth.

CONCLUSION

The results of this study compellingly demonstrate that the application of traditional games significantly improved the physical fitness levels of participants across multiple components. Prior to the intervention, participants exhibited generally low levels of physical fitness, particularly in cardiovascular endurance, speed, and coordination. Despite showing strength in agility and moderate levels in strength and flexibility, the overall profile indicated substantial room for improvement. This baseline aligns with existing literature emphasizing the limited physical activity among children and the need for engaging, movement-based interventions.

Following the implementation of traditional games, participants showed marked improvements, achieving a grand mean indicative of a “high” level of physical fitness. Notably, agility reached a “very high” level, and strength significantly increased. Although flexibility, cardiovascular endurance, speed, and coordination were assessed at “average” levels post-intervention, the upward trend from their initial scores suggests that traditional games played a vital role in fostering gains across these domains. The statistically significant difference between pre- and post-test scores—affirmed by the Wilcoxon Signed Ranks Test—validates the effectiveness of traditional games as a holistic physical fitness intervention.

Moreover, the qualitative findings reinforced the physical outcomes by revealing enhanced resilience, problem-solving, emotional regulation, and social connectedness among participants. Traditional games not only strengthened physical competencies but also cultivated cognitive and social-emotional skills through real-time collaboration, strategic play, and perseverance in the face of challenges. These dimensions support the broader educational value of traditional games as integrative tools for developing well-rounded learners.

Consistent with national and international research, this study confirms that traditional games serve as culturally rooted, developmentally appropriate, and engaging methods to enhance children's physical health and psychosocial well-being. Their dynamic, inclusive nature makes them ideal for school-based physical education and community fitness initiatives. As such, educators, curriculum developers, and policymakers are encouraged to integrate traditional games into physical education programs to foster lifelong fitness habits, cultural appreciation, and social cohesion among learners.

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