

Revitalization of local cultural values through ethnosport-based teaching materials to enhance students' character

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Abstract: This study aims to develop an ethnosport-based Physical Education, Sports, and Health (PJOK) textbook that is valid, practical, and effective in improving the character and creativity of Phase F students at SMA Negeri 1 Palibelo. The research method employed is research and development using the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The trial subjects consisted of 25 students and 2 PJOK teachers. The research instruments included questionnaires, tests, interviews, and observations, all of which were validated by material experts, language experts, and media experts. The results showed that the developed textbook is valid for use in learning activities, with expert validation indicating a *Very Good* category for two aspects: the material aspect, with an average percentage of 94.6% based on assessments from three experts, and the language aspect, with an average percentage of 91.6%. The display aspect received an average percentage of 81.6%, falling into the *Good* category. Field trials showed that students' responses regarding the practicality of the textbook were in the *Very Good* category with a percentage of 95.8%, and teachers' assessments reached an average of 100%, also categorized as *Very Good*. In terms of effectiveness, the implementation of ethnosport-based learning had a positive impact on students' character development, with 84% of students falling into the *Very Good* category and an N-gain score of 0.83 (high category). The developed textbook proved effective in fostering values such as discipline, responsibility, cooperation, sportsmanship, independence, self-confidence, and respect through contextual, engaging, and culturally rooted learning activities.

Keywords: Textbook; Ethnosport; Character; Physical Education; Local Culture

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INTRODUCTION

Character building is a fundamental pillar in the educational process, equally important as academic achievement. Education that solely emphasizes cognitive aspects without considering character values risks producing intelligent individuals who lack moral integrity. According to Lickona (1991, 2004), character is a combination of moral knowledge, moral feelings, and moral actions that must be taught in an integrated manner throughout the learning process. Teachers hold a strategic role in shaping students' character through role modeling, habituation, and the integration of character values into every subject. This is reinforced by Lickona

(2012), who states that character education should not be taught separately but internalized in every aspect of learning. Research by Mulyasa (2022) shows that learning activities embedding values such as responsibility, honesty, cooperation, and empathy can shape students into more positive and competitive individuals. In the 21st-century context, character education becomes even more crucial as students are expected not only to be intelligent but also to live ethically and responsibly within society. Therefore, integrating character education into learning is essential to create a generation that is intellectually capable and morally mature.

Education is not only responsible for transferring knowledge but also plays an important role in instilling cultural values in students. One effective approach to achieving this goal is through the development of teaching materials based on local wisdom. Textbooks that incorporate local culture have been proven to enhance students' understanding of their socio-cultural environment while strengthening their national identity. Research by Sulkipani et al. (2022) shows that local culture-based teaching materials can improve students' understanding with an N-Gain score of 0.7. However, most local wisdom-based teaching materials have so far focused on thematic or literacy content, while the field of sports or physical education remains rarely explored. On the other hand, traditional sports, or etnosport, represent cultural heritage that contains not only physical values but also high moral, social, and spiritual values. Etnosport includes traditional games that have undergone sportization processes and can be used as enjoyable, contextual, and meaningful learning media. Hananingsih et al. (2024) emphasize that traditional sports can be an effective medium for instilling values such as sportsmanship, responsibility, cooperation, and discipline. Unfortunately, there has been little development of textbooks that specifically integrate etnosport into physical education learning in a systematic and structured way.

Field observations and interviews with PJOK teachers at SMA Negeri 1 Palibelo revealed a lack of PJOK teaching materials aligned with local culture (etnosport), despite its potential to encourage students to adapt and develop variations of traditional movements, think creatively, experiment with new techniques, and find innovative solutions in game situations. Etnosport also promotes cooperation, communication, and sportsmanship. Therefore, the development of PJOK textbooks integrating local culture is deemed necessary.

The urgency of this research lies in the importance of revitalizing local cultural values through the development of etnosport-based textbooks. This approach not only preserves local culture but also strengthens students' character through enjoyable and meaningful real-world activities. Furthermore, etnosport provides space for movement exploration, game variation, and improvisation that fosters creativity. Developing etnosport-based textbooks is expected to fill the gap in literature and practice of culture-based physical education and contribute significantly to local culture preservation and character building for the younger generation in the era of globalization.

The novelty of this research lies in the development of physical education textbooks that directly integrate elements of etnosport—traditional sports embedded with local cultural values—as meaningful and contextual learning media. To date, most local culture-based teaching materials are found in thematic or literacy learning (Sulkipani et al., 2022; Tinja et al., 2017), while systematic development of traditional sports-based textbooks in the context of physical education is still very limited. The textbooks developed in this study not only teach motor skills but also incorporate character values such as sportsmanship, responsibility, cooperation, and discipline found in traditional games (Hananingsih et al., 2024). This aligns with the view that character education is more effective when internalized through enjoyable and contextual activities. Previous studies have mainly been classroom action research, such as using traditional

games to enhance creativity, instill fair play, and build social behavior, or descriptive studies such as sports injury analysis (Bete & Saidjuna, 2022; Fachdialy et al., 2018; Lei & Ma, 2024; Supriyadi & Supriyono, 2017). There are also a few development and experimental studies (Adi & Fathoni, 2019; Aliriad et al., 2024; Anggono & Nurhidayat, 2024; Irfan et al., 2024; Nacionales & Calixtro, Jr., 2024; Novita et al., 2022; Putro & Ismoko, 2017; Romayuli et al., 2026; Sulistiadinata et al., 2022; Syahrizaldy et al., 2023; Wardani, 2022; Yovira et al., 2023). However, none have developed textbooks adapted to the *Merdeka* Curriculum for Phase F students and none specifically focus on etnosport-based materials.

Beyond character aspects, another novelty of this research is the use of etnosport as a medium for fostering students' movement creativity and social interaction. Students are actively engaged in exploring, modifying, and developing forms of traditional games that suit their local context. This provides opportunities for creative, collaborative, and reflective thinking, in line with the principles of *Merdeka Belajar*. Thus, this study produces textbooks that serve not only as a medium for preserving local culture but also as pedagogical tools supporting character development and creativity enhancement in a balanced manner (Fitrotunnisa et al., 2022; Jahrir et al., 2024). This innovative product also aligns with national education policies promoting local wisdom-based learning to shape the *Profil Pelajar Pancasila*.

The development of this textbook addresses the identified problems while providing teaching materials that support deep learning, emphasizing in-depth conceptual understanding through real experiences in practicing traditional sports movements. The aim of this research is to develop etnosport-based physical education textbooks to enhance the creativity and character of Phase F students.

Character aspects in learning can be observed through behavioral indicators that emerge during instructional activities. Discipline is reflected in students' ability to arrive on time and follow the rules and instructions given by the teacher. Cooperation or *gotong royong* is demonstrated when students are able to work effectively in teams, assist peers during physical activities, and respect the roles of each group member. Sportsmanship is shown through honest behavior during games, the ability to accept winning or losing with humility, and the willingness to respect the decisions of referees or teachers. Responsibility is evident in students' awareness of maintaining their own fitness and health, taking care of sports equipment, and completing assigned tasks. Self-confidence is reflected in their willingness to try new movements, their persistence in not giving up easily, and their ability to perform movement demonstrations in front of peers. Independence appears when students are capable of carrying out physical exercises on their own, finding solutions to challenges they encounter, and planning game strategies independently. Meanwhile, respect is demonstrated through students' attitudes of honoring teachers, peers, and opponents, refraining from mocking or teasing, and appreciating the efforts and hard work of others. Through these indicators, students' character development can be assessed more concretely and measurably.

METHODS

This study is a research and development (R&D) study referring to the ADDIE model (Analysis, Design, Development, Implementation, Evaluation). The Figure 1 illustrates the development flow of this model (Zamsiswaya et al., 2024).

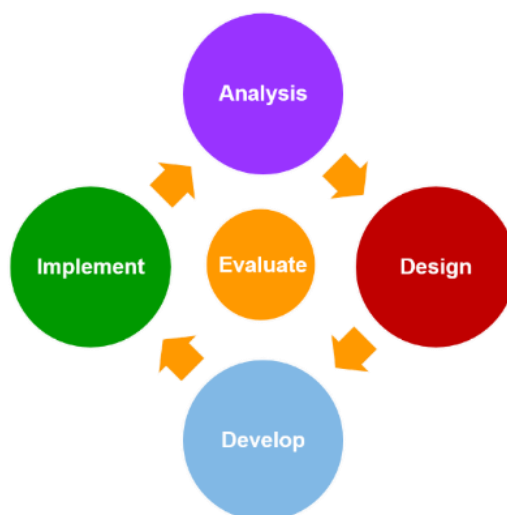


Figure 1. ADDIE Model Development Flow

Table 1. Research and Development Stages and Achievement Indicators in the Study

No.	Stage	Achievement Indicators
1.	Analysis	1. Producing the results of a problem analysis underlying the development of the textbook. 2. Producing the results of a feasibility analysis and the requirements for the developed textbook. 3. Producing a plan for designing a textbook suited to the conditions of students at SMA, including learning objectives, the content to be included in the textbook, and the structure of its writing.
2.	Design	Producing the design of an Etnosport-based PJOK textbook aligned with the <i>Merdeka</i> Curriculum.
3.	Development	Producing an Etnosport-based PJOK textbook to enhance the creativity and character of Phase F students at SMA Negeri 1 Palibelo Bima, aligned with the <i>Merdeka</i> Curriculum.
4.	Implementation	At this stage, the textbook that has undergone expert validation and practicality testing is implemented. The implementation is carried out with Phase F students over seven learning sessions. The outcomes of this stage produce data related to the effectiveness of the textbook's implementation in the teaching and learning process.

Trial Subjects

The trial subjects were Phase F Grade 2 students at SMA Negeri 1 Palibelo in the 2025/2026 academic year, first semester. The number of subjects in the limited-scale trial was 10 students, while the total number of subjects in the large-scale trial was 25 students.

Instruments

The data collection techniques used in this study include questionnaires, tests, interviews, and observations. The instruments will undergo expert validation and empirical testing to determine their validity and reliability. Instrument testing consists of expert validation, which assesses content quality, and empirical testing, which involves analytical procedures. Operationally, the empirical test includes item validity using Pearson's correlation (r) between the item score (X) and the total score excluding the item (Y). The practical criteria for interpreting r are as follows: $r \geq 0.70$ indicates a very good/strong category; $0.50 \leq r < 0.70$ indicates a moderate/adequate category; $0.30 \leq r < 0.50$ indicates a low/weak category; and $r < 0.30$ indicates an

inadequate category (items should be revised or removed) (Kurniawan, Setyosari, Kamdi & Ulfa, 2023). Reliability testing is conducted using Cronbach's α (Prihatni et al., 2023). The Table 2 is the instrument blueprint used to measure students' character.

Table 2. Blueprint of the Students' Character Instrument

No.	Character Aspect	Indicator
1.	Discipline	1. Be punctual 2. Follow the teacher's rules and directions.
2.	Cooperation (Mutual Cooperation)	1. Working together as a team 2. Helping friends with physical activities 3. Respecting the role of each team member
3.	Sportsmanship (Honesty and Fair Play)	1. Play honestly 2. Accept victory/defeat humbly 3. Respect the referee's/teacher's decisions during the game.
4.	Responsibility	1. Take responsibility for your own fitness and health. 2. Maintain your sports equipment properly. 3. Complete assigned tasks.
5.	Self-Confidence	1. Courage to try new movements or techniques in sports. 2. Resilient. 3. Able to demonstrate movements.
6.	Independence	1. Able to perform physical training independently. 2. Find solutions independently when faced with difficulties. 3. Develop own game strategies when facing opponents.
7.	Respect (Respecting Others)	1. Respect teachers, friends, and opponents 2. Do not mock or ridicule 3. Appreciate the efforts and hard work of others

Data Analysis Technique

The questionnaire scores obtained from experts (media, language, and content) as well as student responses were analyzed by calculating the mean score using the Formula 1, where M represents the mean score, ΣX is the total score obtained, and N denotes the number of raters or respondents.

$$M = \frac{\Sigma X}{N} \dots\dots\dots 1]$$

Table 3. Converting the Mean Score into Qualitative Values with Criteria into Quantitative Values

Score Range	Criteria
$X \geq M + S_{Bi}$	Highly Feasible
$M + S_{Bi} > X \geq M$	Feasible
$M > X \geq M - 1 S_{Bi}$	Less Feasible
$X < M - 1 S_{Bi}$	Not Feasible

Description of data related to student character with reference to the Table 4.

Table 4. Criteria for Assessing the Validity and Practicality of the Product

Score Interval	Category
75 – 77	Very Good
72 – 74	Very Good
69 – 71	Very Good
66 – 68	Very Good
63 – 65	Good
< 63	Fair / Poor

The assessment categories are based on score intervals that indicate the quality of respondents' achievement. Scores of 75–77, 72–74, 69–71, and 66–68 fall into the Excellent category, showing that the ability or characteristic being measured has developed optimally. Scores of 63–65 are classified as Good, meaning that respondents have met the expected standards, although there is still room for improvement. Meanwhile, scores below 63 fall into the Fair/Poor category, indicating that the measured aspect has not developed adequately and requires further guidance or improvement. These categories help researchers or educators interpret the level of achievement quickly and clearly.

The analysis of the pre-test and post-test results is calculated using the N-gain formula, which is determined based on the average gain. The gain score (g) obtained is the result of comparing the average pre-test and post-test scores. This normalized gain (g) is expressed in Formula 2, where S_{post} represents the average post-test score. S_{pre} denotes the average pre-test score, and S_{maks} signifies the maximum possible score.

$$a = \frac{S_{post} - S_{pre}}{S_{maks} - S_{pre}} \dots\dots\dots 2]$$

Next, once the score is obtained, the next step is to convert it into the gain value interpretation (as shown in Table 5).

Table 5. Interpretation of Gain Scores

No.	Value (g)	Classification
1.	(N-gain) $\geq 0,7$	High
2.	$0,7 > (N\text{-gain}) \geq 0,3$	Medium
3.	(N-gain) $< 0,3$	Low

RESULTS AND DISCUSSION

In the analysis stage, the researcher found that PJOK learning in schools still relied on textbooks oriented toward general material without accommodating the richness of local culture, particularly traditional games or *ethnosports*. Observations revealed that students were not familiar with their local traditional games, despite these activities being rich in character values such as cooperation, sportsmanship, discipline, and responsibility. Moreover, students' creativity in modifying games remained low, as learning tended to follow standard rules without providing space for exploration. Curriculum analysis revealed significant opportunities to integrate *ethnosport* elements into PJOK, in line with the applicable core competencies. The cultural context of the research area, which still preserves a variety of traditional games such as *mpa'a gantao*, *silat*, and *mpa' lape*, presents a valuable potential to be incorporated into learning materials.

In the design stage, the researcher developed a textbook that included the basic theory of PJOK, descriptions of *ethnosport* games, targeted character values, and activities that stimulate students' creativity. The textbook structure begins with an introduction containing learning objectives and a concept map, followed by the core section comprising content, game procedures, and character value integration, and ends with an evaluation section consisting of knowledge tests, attitude observations, and creative assignments. Each learning activity is equipped with character indicators—such as discipline, responsibility, cooperation, and sportsmanship—and creativity indicators—such as the ability to create game variations and modify equipment. The textbook is also enriched with illustrations, photographs of the games, QR codes linked to demonstration videos, and assessment instruments in the form of rubrics to assist teachers in conducting evaluations.

In the development stage, the textbook design was realized into an initial product and underwent validation by PJOK subject matter experts, educational media experts, and practicing PJOK teachers. Validation from subject matter experts indicated that the content was highly relevant to core competencies and incorporated *ethnosport* elements capable of developing students' character. Media experts evaluated the layout, illustrations, and readability as good, though they suggested improving page design consistency and image quality. Practicing PJOK teachers stated that the book was user-friendly, used simple language, and provided clear game instructions. Based on this feedback, the researcher revised the textbook by enlarging images, adding a glossary of local terms, and clarifying the creativity assessment rubric. These revisions produced a textbook ready for field trials. The Table 6 are the results from the responses of three experts regarding the scope of the material in the product.

Table 6. Expert Responses on the Product's Material Aspect

No.	Material Coverage	Expert Response		
		I	II	III
1.	Alignment of indicators with core competencies and basic competencies	5	5	5
2.	Alignment of textbook content with core competencies and basic competencies	5	5	5
3.	Alignment of material with achievement indicators	5	5	5
4.	Alignment of material with learning objectives	5	5	5
5.	Alignment of material with the concept map	5	4	5
6.	Accuracy of concepts, images, and illustrations	4	4	4
7.	Penyajian materi sesuai dengan konsep etnosport	5	5	5
8.	Presentation of practice questions, examples, and competency tests according to the etnosport concept	5	5	4
9.	Activities in example questions and exercises provide support for developing student character	4	4	4
10.	Activities provide support for character development	5	5	5
	Total	48	47	47
	Percentage	96	94%	94%
	Category	Very Good	Very Good	Very Good

From the Table 6, it can be seen that Expert I's assessment for the material coverage aspect is 96% with a category of very good, while Expert II and III's assessments are 94%, also categorized as very good. Table 7 are the results of the assessment for the language aspect.

Table 7. Expert Responses to the Language Aspect of the Product

No.	Language Coverage	Expert Response		
		I	II	III
1.	The appropriateness of the language used with the students' intellectual development level	4	5	5
2.	Grammar and EYD (Indonesian Spelling System)	5	5	5
3.	Consistency in the use of terms, notation, and symbols	5	5	4
4.	Effective sentences that are clear and easy to understand	4	4	4
	Total	18	19	18
	Percentage	90%	95%	90%
	Category	Very Good	Very Good	Very Good

From the Table 7, it can be seen that the assessments from Expert I and Expert III for the language aspect have a percentage of 90%, categorized as very good, while Expert II's assessment with a percentage of 95% is also categorized as very good. Table 8 are the expert evaluation results for the construction/appearance aspect.

Table 8. Expert Responses on the Product's Display Aspect

No.	Coverage of Construct/Display	Expert Response		
		I	II	III
1.	Detailed instructions for using the textbook are provided.	0	0	0
2.	The material is organized according to the concept map.	5	5	5
3.	Illustrations support the explanations in the textbook text.	4	4	5
4.	The design and appearance of the teaching materials are attractive and easy to read.	4	4	4
5.	Consistency in the presentation systematics is maintained in every subchapter.	4	4	4
6.	Summaries are presented according to the material covered.	4	4	4
7.	The concepts are arranged in a logical sequence.	4	4	4
8.	The textbook title is clear.	5	5	5
9.	Sentence arrangement facilitates student learning.	4	4	5
10.	Appropriateness of color proportion usage.	5	4	4
11.	Accuracy in choosing background colors.	5	5	5
12.	Suitability of font type selection.	5	5	4
13.	Suitability of font size selection.	4	4	4
14.	Clarity and attractiveness of supporting images related to the material.	4	4	4
15.	Attractiveness of the cover design.	5	5	4
16.	Suitability of the cover design with the material.	4	4	4
Total		66	65	65
Percentage		83%	81%	81%
Category		Good	Good	Good

From the Table 8, it can be seen that the assessment by Expert I with a percentage of 83% falls into the good category, while the assessments by Experts II and III with percentages of 81% are also categorized as good. These results can be concluded that the validation from the 3 experts for the Construction/Appearance Aspect is in the Good category. This means the developed product is feasible to use, however, there are several suggestions from the experts that need to be addressed in revisions as follows: (1) Each chapter still lacks linking the material with the ethnosport concept; (2) The layout and writing appearance are still less neat; (3) Image adjustments are needed to make them look neater; (4) A user guide for the book should be created; (5) A concept map needs to be included at the beginning of the book; and (6) Learning outcomes should also be stated at the beginning of the book.

After conducting expert validation and making revisions, the next step is to carry out product trials with users, namely 6 students and the PJOK teacher. Table 9 are the students' response results.

Table 9. Student Responses in the Limited Trial

Student	I	II	III	IV	V	VI
Total Score	39	40	37	37	37	40
Percentage	97,5	100	92,5	92,5	92,5	100
Category	Very Good	Very Good	Very Good	Very Good	Very Good	Very Good

From the responses of the six students, it can be seen that the textbook is considered practical, with the first student giving a percentage of 97.5% categorized as very good, the

second student 100% with a very good category, the third, fourth, and fifth students each 92.5% with a very good category, and the sixth student 100% with a very good category. This means that the book is very practical to use. The results of the responses from the two teachers can be seen in the Table 10.

Table 10. Teacher Response Results in the Limited Trial

Teacher	I	II
Total	40	40
Persentase	100%	100%
Kategori	Sangat Baik	Sangat Baik

From the responses of the two teachers, it can be seen that the textbook was considered practical with a 100% percentage and categorized as very good. This means that the book is very practical to use. This limited trial aimed to find out students' responses to the developed textbook. From this trial, information was obtained regarding students' feedback on the readability of the textbook. Several points conveyed by the students include: (1) There are still some writing errors (typos), and (2) Some images are unclear. The results of the product implementation are at Table 11.

Table 11. Questionnaire Results for Measuring Students' Character

Students	Total Score	Category	Students	Total Score	Category
students _1	73	Excellent	students _13	69	Excellent
students _2	69	Excellent	students _14	68	Excellent
students _3	71	Excellent	students _15	77	Excellent
students _4	63	Good	students _16	69	Excellent
students _5	70	Excellent	students _17	70	Excellent
students _6	67	Excellent	students _18	64	Good
students _7	69	Excellent	students _19	64	Good
students _8	64	Good	students _20	71	Excellent
students _9	71	Excellent	students _21	69	Excellent
students _10	69	Excellent	students _22	71	Excellent
student _11	70	Excellent	student _23	71	Excellent
student _12	68	Excellent	student _24	68	Excellent
			student _25	72	Excellent

Based on the results of the character questionnaire involving 25 students, it was found that the majority demonstrated very good character development. A total of 21 students (84%) were in the "Excellent" category, while 4 students (16%) were in the "Good" category. The highest score was obtained by Student 15 with a score of 77, while the lowest score of 63 was held by Student 4. The overall average score was 69.4, which falls into the "Excellent" category. These results indicate that, in general, students have developed strong positive character traits in aspects such as discipline, cooperation, sportsmanship, responsibility, self-confidence, independence, and respect for others. Nevertheless, students in the "Good" category still require guidance and mentoring to reach optimal character development.

The calculation of the average N-Gain score and N-Gain percentage indicated a high classification, with an average N-Gain score of 0.83 (≥ 0.7). The findings show that the development of the Etnoport-based PJOK textbook has had a significant positive impact on shaping students' character. Questionnaire results revealed that 84% of students were in the "Excellent" category, while the remaining 16% were in the "Good" category, with an overall mean score of 69.4 ("Excellent"). This data illustrates that the majority of students have internalized positive character values through learning integrated with Etnoport content.

Etnosport, or traditional sports rooted in local culture, serves not only as a medium for teaching motor skills but also as a means of character formation. Each traditional game carries rules, values, and meanings that reflect local wisdom. When incorporated into a well-structured PJOK textbook using the ADDIE development model, such content can optimize learning outcomes in not only the psychomotor domain but also the affective and social domains.

Discipline is reflected in students' consistency in following schedules and game rules. Cooperation is fostered through teamwork activities in traditional games that require coordination. Sportsmanship develops as students learn to accept both victory and defeat graciously. Responsibility is evident in their care for sports equipment and the tasks assigned. Self-confidence grows when students are willing to try new movements or techniques. Independence emerges as students train and plan strategies on their own, while respect is nurtured through interactions that honor peers, teachers, and opponents.

These findings are consistent with Hartatiti et al. (2018), who found that the traditional game *Boy-Boy-an* in PJOK learning significantly improved students' character, particularly in cooperation and sportsmanship. Similarly, Baharuddin et al. (2019), through a systematic review, concluded that integrating traditional game-based physical activities into PJOK learning effectively instills values such as discipline, responsibility, and respect.

In addition, Lestari et al. (2025) emphasize that PJOK learning within the context of the *Merdeka* Curriculum, which incorporates traditional games, can strengthen the *Profil Pelajar Pancasila*, particularly in the dimensions of cooperation, independence, and critical thinking. In other words, the developed Etnosport-based PJOK textbook is not only relevant to the objectives of PJOK learning but also supports the national character education agenda. The following outlines the steps for implementing PJOK learning using the textbook and its relevance to character development.

Introduction (Material and Value Orientation). This stage of learning begins by introducing the traditional game to be used, including its cultural background, rules, and the values it embodies. At this stage, students are introduced to the importance of discipline (adhering to rules) and respect for cultural heritage. According to Sardiman (2016), presenting the context and learning objectives at the beginning motivates students and facilitates the internalization of values. This step conditions students to appreciate rules and culture from the outset, aligning with the objectives of Physical Education (PJOK) as both value-based and fitness-oriented education.

Demonstration and Modeling of Movements. The teacher demonstrates movements or game strategies while modeling sportsmanship. Students are given the opportunity to try and imitate the demonstration. Bandura (1986), in his social learning theory, asserts that learners acquire much through observing and imitating model behavior. Students learn to be confident in trying new techniques and to take responsibility for ensuring the safety of themselves and their peers. Honesty in gameplay is also emphasized.

Structured Group Practice. Students are divided into small groups to practice the game. This activity fosters cooperation, teamwork, and appreciation for each member's role. Johnson and Johnson (2009) state that well-structured group work develops social skills such as communication, empathy, and collaboration. Through group interaction, students refine their ability to solve problems collectively and support peers who may be struggling.

Simulation of Actual Gameplay. The teacher facilitates gameplay under conditions similar to an actual match, with complete rules. Students begin applying strategies, accepting results gracefully, and respecting the decisions of the teacher/referee. Hellison et al. (2025), in *Teaching Personal and Social Responsibility*, explains that real competitive experiences sharpen decision-

making skills, foster acceptance of consequences, and build sportsmanship. This stage develops sportsmanship, independence, and emotional maturity in both victory and defeat.

Reflection and Discussion on Character Values. After the activity, the teacher engages students in a discussion about their learning experiences, how they felt, and the values they can take away. Kolb (2020), in *Experiential Learning*, states that meaningful learning occurs when experiences are followed by critical reflection. This process strengthens awareness of responsibility, respect, and discipline that have been practiced during the game.

Independent Assignments. The textbook provides tasks such as writing a report on their experiences or designing variations of the game. These tasks cultivate independence, creativity, and responsibility in completing work on time. According to Zimmerman (2002), independent assignments enhance self-regulated learning, which is crucial for building autonomy in learning and decision-making. They train students to manage time, take initiative, and solve problems without direct teacher assistance.

These steps demonstrate that Etnosport-based PJOK learning can serve as an effective medium for developing students' character. The integration of local cultural values into physical activities not only strengthens identity and cultural pride but also instills universal values such as discipline, cooperation, and sportsmanship. These findings are consistent with Baharuddin et al. (2019) and Lestari et al. (2025), who emphasize that traditional games can serve as enjoyable and contextual vehicles for character education.

CONCLUSION

The development of an Etnosport-based Physical Education (PJOK) textbook at SMA Negeri 1 Palibelo has successfully produced a viable, practical, and effective learning resource. Expert validation indicated that the quality of the content, language, and design ranged from good to excellent. Field trials demonstrated that the textbook can enhance students' character, with the majority of students achieving the "Excellent" category and the N-gain classified as high. This textbook effectively integrates local cultural values into PJOK learning, thereby not only preserving regional cultural heritage but also strengthening the *Profil Pelajar Pancasila* in the dimensions of cooperation, independence, and critical thinking. Consequently, this textbook can serve as an alternative teaching material for implementing the *Merdeka Curriculum* to foster students' character in a comprehensive manner.

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