



## Survey of Students' Interest in Kabaddi Sports Branch at SMA Swasta Bina Bangsa Tiga Juhar

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### Abstract.

#### Background

Kabaddi can be introduced and developed in Indonesian schools, particularly at Bina Bangsa Tiga Juhar Private High School. By identifying the factors influencing student interest in kabaddi, it is hoped that the results of this study can provide useful recommendations for increasing student participation in this sport and introducing kabaddi as a positive alternative in physical education.

#### Objectives

This study aims to determine the level of student interest in kabaddi at Bina Bangsa Tiga Juhar Private High School.

#### Methods

This study used a descriptive quantitative approach with a survey data collection technique using a Likert-scale questionnaire. The sample consisted of 32 students from one class. The instrument comprised 15 statements grouped into three indicators: factors influencing students' interest, obstacles in introducing kabaddi, and students' enthusiasm and expectations for the sport's development at school. The results showed that 87.5% of students had an interest categorized as "good" and 12.5% as "fair."

#### Results

No students were categorized as having a "very good" or "low" level of interest. Limited prior knowledge and inadequate facilities were the main challenges in introducing kabaddi. However, students demonstrated high enthusiasm when supported by the school environment and active teacher involvement. These findings suggest that kabaddi holds strong potential to be developed as an alternative sport in school physical education programs.

#### Conclusion

Student interest in kabaddi is influenced by three main factors: lack of prior knowledge, limited facilities and information, and strong hopes for further development. Although many students are unfamiliar with kabaddi, when given sufficient understanding, they demonstrate motivation to participate more actively.

**Keywords:** *Student interest, kabaddi, physical education, obstacles, sport development.*

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## INTRODUCTION

Kabaddi is a traditional sport played by two teams, each consisting of seven main players and several substitutes. The game combines physical strength, speed, and strategy, where players must alternate between offense and defense to score points. This sport is widely known in South Asia, particularly in countries like India, Pakistan, and Bangladesh, and is even an official sport at the Asian Games. The sport has been around for over 4,000 years and is played by two teams of five to seven players each (Kukreja, 2022). However, in Indonesia, kabaddi's popularity lags far behind that of other sports like soccer, badminton, or volleyball.

Although kabaddi has great potential as a sport that emphasizes teamwork, physical strength, and social skills, it is still relatively unknown outside of South Asia, including Indonesia. Unlike other sports, kabaddi is still limited to certain communities in Indonesia and is rarely taught in schools. This presents a challenge in introducing the sport to students at the secondary school level.

The development of kabaddi in Indonesia, particularly among students, can provide significant benefits. Sports such as kabaddi play a crucial role in improving students' physical, mental, and social abilities. This is in line with the statement put forward by Santika & Subekti (2020), where in kabaddi, physical fitness components include cardiovascular endurance, muscle strength in the hands, legs, back, and shoulders, as well as arm muscle endurance, explosive power, agility, and reaction speed. This sport not only develops physical endurance and speed but also strengthens students' communication and cooperation skills. Therefore, kabaddi has enormous potential to be an alternative sport that prioritizes the values of togetherness and discipline.

However, despite kabaddi's immense potential, the sport has yet to receive sufficient attention in Indonesia, particularly in the context of physical education in schools. One of the main factors hampering the

development of kabaddi in Indonesia is the lack of knowledge and understanding of the sport among the public, particularly among educators and coaches. This results in limited opportunities for students to learn and properly explore the sport. The lack of adequate training and resources is a major obstacle to developing traditional sports like kabaddi outside of its native region.

One important step in introducing kabaddi in Indonesia is through physical education in schools. Schools play a crucial role in educating students about various sports, both modern and traditional. Introducing kabaddi as part of the physical education curriculum can help students develop physical skills while introducing them to a sport with strong cultural values. Introducing traditional sports like kabaddi can enrich students' sports experiences and broaden their understanding of cultural diversity.

At Bina Bangsa Tiga Juhar Private High School, kabaddi has been introduced as an extracurricular sport. Although the school's facilities and training equipment are adequate, kabaddi's emergence as a new sport requires special attention from the school and educators to foster student interest in it. Therefore, this study aims to explore the factors influencing student interest in kabaddi at Bina Bangsa Tiga Juhar Private High School. It also seeks to identify barriers and challenges faced in promoting kabaddi among students and seek solutions to increase student participation in this sport.

Several factors that can influence student interest in kabaddi include student knowledge of the sport, peer influence, and the role of teachers and coaches in guiding students. Furthermore, student interest is also significantly influenced by the facilities available and the teacher's or coach's ability to convey basic kabaddi techniques in an engaging and accessible manner. Adequate sports facilities and effective training can increase student participation in extracurricular and sports activities.

One important reason why kabaddi can be an attractive option for introduction in schools is the benefits it offers, both physical and mental. Kabaddi teaches students about physical endurance, self-control, teamwork, and strategy. In kabaddi, a player must possess agility in attack and defense, as well as the ability to collaborate with other team members to achieve victory. Values such as cooperation, discipline, and responsibility taught through kabaddi can support student character development beyond the physical aspect. In this regard, kabaddi can serve as an effective medium for developing social skills and shaping students' character, in line with the goals of physical education, which involve cognitive, affective, and psychomotor aspects.

Sports involving teamwork and physical development, such as kabaddi, can improve students' ability to face challenges and strengthen their interpersonal relationships. Kabaddi also teaches the importance of emotional control and maintaining focus in stressful situations. These aspects are highly relevant to student character development, which is one of the main goals of physical education. Furthermore, in the context of globalization and technological advancement, it is crucial for physical education to not only teach popular sports but also preserve traditional sports that contain cultural values. Kabaddi has important cultural values that can be part of efforts to preserve the nation's cultural heritage. By introducing kabaddi in schools, students not only learn the sport but also learn about the culture originating from South Asia. This aligns with the goal of education in Indonesia, which aims to create a generation that is not only physically healthy but also has broad cultural insight.

Therefore, this research is highly relevant because it can provide further insight into how kabaddi can be introduced and developed in Indonesian schools, particularly at Bina Bangsa Tiga Juhar Private High School. By identifying the factors influencing students' interest in kabaddi, it is hoped that the results of this study can provide useful recommendations for increasing student participation in this sport and introducing kabaddi as a positive alternative in physical education.

## METHOD

### Research Design

This study uses a descriptive quantitative approach, with a data collection technique in the form of a survey through a questionnaire given to students to determine their level of interest in the sport of Kabaddi. A survey is a type of research that collects information from a sample using questionnaires or interviews. Its main purpose is to describe various aspects of the population being studied, with questionnaires used as the primary tool in data collection. The survey method is carried out to collect data or important information from a large population by utilizing a smaller sample. This technique aims to understand behavior, identify characteristics, and compile descriptions and generalizations about the population.

### Participant

The population in this study included eleventh-grade students at SMA Bina Bangsa Tiga Juhar, while the research sample consisted of one eleventh-grade class with a total of 32 students. The class

selection as a sample was carried out using a random sampling method, namely a random sample selection technique so that each eleventh-grade class had an equal opportunity and chance of being selected as a research class.

### Data Analysis

The process of data analysis or interpretation involves systematically organizing and compiling research results, including through observation and other methods. This step aims to enhance the researcher's understanding of the focus of the study while also presenting the research results to others through the processes of editing, clarification, reduction, and presentation of data. In this survey research, the researcher applied quantitative data analysis techniques with a descriptive approach.

The data analysis aimed to measure the level of interest of eleventh-grade students in kabaddi at Bina Bangsa Tiga Juhar High School. Aspects measured included student enthusiasm, knowledge of kabaddi, previous experience, willingness to participate in the sport, and so on. Data were obtained by distributing questionnaires to the research sample. The data were then processed using a formula appropriate to the research instrument. The analysis results were then classified into specific categories with predetermined predicates.

## RESULTS AND DISCUSSION

### Results

The participants in this study consisted of one class of 32 students selected as the research sample. The instrument used for data collection was a Likert-type questionnaire consisting of 15 statements, each rated from 1 (Never) to 4 (Always). Thus, the total possible individual score ranged from 15 to 60 points.

Table 1. Statistical Description of Research Results

Predicate	Value	Frequency	
		Absolute (f)	Percentage (%)
Very Good	45 – 60	0	0
Good	30 – 44	28	87,5%
Fair	16 – 29	4	12,5%
Poor	≤15	0	0
Total		32	100%

Based on the data tabulation, all participants showed total scores indicating "sufficient" and "good" categories, with a distribution of 87.5% and 12.5%, respectively. This resulted from 28 students scoring between 30 and 44 and 4 students scoring between 16 and 29. These scores were then divided by the total of 32 students and multiplied by 100%. No students fell into the "very good" or "poor" categories, as shown in the detailed data listed in Appendix 3 of the study, namely Student Score Data.

The distribution of the statement items on this research survey sheet was classified into three large groups according to the research problem formulation: Factors influencing student interest in kabaddi (Statements 1–7), Obstacles faced in introducing kabaddi (Statements 8–11), and Level of student interest or enthusiasm for kabaddi (Statements 12–15).

### Discussion

This study aimed to determine student interest in kabaddi at Bina Bangsa Tiga Juhar Private High School. Based on data analysis from 32 respondents, it was found that the majority of students exhibited a positive interest in kabaddi. However, a closer look at the distribution of responses for each indicator group revealed an imbalance between students' motivation and their prior knowledge of the sport. The first factor influencing student interest was their prior knowledge and experience with kabaddi. For indicators related to basic introduction to kabaddi (P1–P7), the majority of students responded with "Never" and "Sometimes." This indicates that students' knowledge of kabaddi, including its definition, basic techniques, and the game's history and culture, remains very limited. Students were unfamiliar with the terms "raid" or "tackle" and had never discussed kabaddi with their peers. Interest in kabaddi has not yet developed strongly within the students, but rather relies on external stimuli.

However, several statements related to teacher influence showed different results. When physical education teachers explained kabaddi, students responded positively. They felt more engaged if the explanation was clear and would be happy if the school provided regular kabaddi training. This means that teachers play a crucial role in fostering students' initial interest, especially in introducing new sports that are not yet popular among students. This finding aligns with Cahya et al.'s (2022) finding that physical education teachers are key to fostering students' interest in specific physical activities and sports.

On the other hand, this study also identified several obstacles in the introduction and development of kabaddi in schools. In the obstacle indicators (P8–P11), the majority of students answered "Often" to "Always" that they experienced difficulties in understanding the rules of kabaddi. Limited information and a lack of visual teaching materials hindered their understanding of game techniques and strategies. Furthermore, limited facilities were also a serious issue. Students stated that the school environment lacked adequate facilities and infrastructure to support kabaddi training, such as suitable fields and other supporting equipment. This supports the findings of Santoso et al. (2021), who stated that kabaddi development requires the support of adequate equipment, training, and facilities, including coaches and relevant introductory media.

Despite challenges with information and facilities, students demonstrated high enthusiasm and expectations for kabaddi. This was evident in the student interest and expectation indicators (P12–P15), where the majority of respondents answered "Often" and "Always" to statements such as wanting to participate in training if their friends also participated, and hoping that the school would organize more kabaddi-related activities. Students began to understand that kabaddi is not just a competitive sport, but also promotes teamwork, agility, and physical endurance. They demonstrated that, although they did not yet fully understand the techniques, they were willing to try and learn more if the opportunity arose.

## CONCLUSION

Student interest in kabaddi is influenced by three main factors: lack of prior knowledge, limited facilities and information, and strong hopes for further development. Although many students are unfamiliar with kabaddi, when given sufficient understanding, they demonstrate motivation to participate more actively. The role of schools and teachers is crucial in systematically introducing this sport. If these barriers can be minimized, kabaddi has great potential to be developed as an alternative sport that students are interested in within the school environment.

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## AUTHOR CONTRIBUTION STATEMENT

This research was conceptualized and designed by Enda Totonta Pinem, who developed the research objectives and methodology, managed data collection, coordinated with participants, and supervised fieldwork at STOK Bina Guna Medan. Dewi Maya Sary performed data analysis, interpreted the findings, and contributed significantly to the preparation of the manuscript. All authors participated in manuscript revisions, approved the final version for submission, and take full responsibility for the integrity and accuracy of the work.

## CONFLICT OF INTEREST AND FUNDING

The authors declare no conflict of interest related to the conduct, authorship, or publication of this study.

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