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## **Contribution of Traditional *Mehule Games* to Improve Understanding of Local Wisdom Material and Students' Interest on Learning Science Subjects**

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### **Abstract**

The cultural heritage left by the ancestors and predecessors of the Indonesian nation is countless, ranging from regional languages, regional clothing, dances and other regional arts. The research problem formulation is how the traditional Mehule game contributes to improving the understanding of local wisdom material in class IV SDN Were'a. How the contribution of the conventional Mehule game in enhancing students' interest in learning in class IV SDN Were'a. Research objectives: To analyze the contribution of the traditional Mehule game in improving students' interest in learning in class IV SDN Were'a. Research Method This type of research is descriptive qualitative research using an ethnographic approach. The ethnographic approach is an approach that is carried out empirically and theoretically to produce a deeper picture and analysis of culture in society, in this case, the traditional Mehule game. Research results The TGT model was chosen because it was considered appropriate for building student cooperation, fostering a healthy competitive spirit, and improving understanding of concepts through educational games. The game used is a typical Morowali game, namely the Mehule game. Research conclusions: Students become more active, enthusiastic, and able to connect learning materials with their local cultural experiences.

**Keywords:** Mehule Traditional Games, Local Wisdom Material, Learning Interest

### **Introduction**

Indonesia is a pluralistic and diverse country, with customs and cultures spread from Sabang to Merauke. Indonesia also has a lot of local wisdom that we should preserve so that the sophistication of technology does not shift like it does today. The cultural heritage left by the ancestors and predecessors of the Indonesian nation is countless, ranging from regional languages, regional clothing, dances and various other regional arts. One of the cultural

heritages in Indonesia is traditional games. According to (Muliadi and Asyari 2024) Games are one way for someone to move or do activities in everyday life.

Games are part of the lives and worlds of students. There are many types of children's games, from traditional children's games to modern games. By playing, children socialize with their friends, besides that playing is very necessary for children's development and positive thinking (Elviana et al. 2024) Traditional games are an expression of expression and appreciation of community habits to create fun situations and activities. (Muazimah and Wahyuni 2020)

Traditional games are part of the culture of every tribe that existed before the emergence of modern games. (Muazimah and Wahyuni 2020) . The traditional games played are adapted to the characteristics of children, namely being fun. In the midst of increasingly rapid technological developments and modernization, traditional games face major challenges in

maintain its existence. Games such as congklak, spinning tops, forts, and marbles, once the main entertainment for Indonesian children, are now being marginalized by digital games and electronic media (Hadyansah, Septiana, and Budiman 2021) . Games provide benefits for biological and educational development. Along with the development of the era, increasingly rapid technological advances have also affected children's play activities, traditional games are starting to be abandoned and children prefer modern games. According to (Study et al. 2025) , traditional games are no less interesting than modern games to play. starting from the excitement, uniqueness to the pleasure and joy of the child when playing it. Traditional games are also very beneficial for children's development, in addition to helping develop intellectual intelligence, traditional games can also be a learning medium in developing emotional intelligence and creativity, improving social skills and training children's motor skills.

In addition to training motor skills, traditional children's games can also be used as a creative learning method for elementary school students. Previous research conducted by Azizah et al in 2021 showed that the use of traditional game models can increase the effectiveness of learning and love for students' homeland (Thalib and Maulinda 2021) . Traditional games can also develop interest in learning, positive attitudes and love for national culture.

Indonesian culture is famous for its many types, making Indonesia rich in local wisdom. Researchers conducted in-depth observations related to local cultural wisdom in Morowali Regency. Researchers conducted ethnographic studies to see and analyze culture, especially traditional games in Morowali Regency. By conducting ethnographic studies, researchers will be able to help researchers understand and better understand the values of goodness contained in traditional Morowali games. Ethnopedagogy is very important to be applied at the elementary education level to shape character, which is reflected in individual behavior and attitudes based on local wisdom values, because these values are interrelated with each other. (Hati et al. 2019)

Morowali Regency is famous for its unique game, which was permanently recognized in 2023. The game is a spinning top game, often called *Mehule* by the Bungku Community. The ethnographic study conducted by the researcher on July 22, 2024 took place at the

## ***Contribution of Traditional Mehule Games to Improve Understanding of Local Wisdom Material and Students' Interest on Learning Science Subjects***

Morowali Regency Education Office, culture and tradition room. The researcher interviewed Mrs. Suryani S, Pd., MM as Head of the History, Tradition and Arts Section and Mr. Arkam.S.Pd as Head of the Morowali Regency Cultural Heritage Section. From the results of the interview conducted by the researcher, the researcher obtained information that it is true that the traditional *Mehule game* is still played in several sub-districts in Morowali. However, some communities and young people in remote areas have not yet fully known this game. This concerns cultural experts so that through several opportunities, the Morowali Cultural Council always carries out a cultural campaign aimed at preserving the traditional *Mehule game* evenly in all areas of Morowali.

The results of the researcher's open interview also mentioned several philosophical values in the *Mehule game*, namely: (1). Kinship values (2). Balance values in life, (3). Flexibility and tolerance values, and (4). Brotherhood values. These four values are what make the *Mehule game* a characteristic of the peaceful Morowai community. As a researcher, I assume that this game is appropriate in elementary schools because in addition to students participating in preserving traditional games, students are also taught the 4 good values of *Mehule* so that students are expected to be able to make it a guide in their future lives.

Taufik (2024) said that love for national culture can be seen from the attitudes and behavior of students in carrying out the teaching and learning process at school. In the Merdeka curriculum, especially in grade IV, science and social studies subjects are combined into one subject: science. The integration of science and social studies can also increase the relevance of learning to the real world and develop skills needed in the era of globalization such as critical thinking, communication, collaboration, and innovation. In addition, integration can also help students understand the role of science in solving social and environmental problems and responding to future challenges. The science subject contains a lot of material about the local wisdom of the area around the students. In CHAPTER 6, the science subject contains material about Indonesiaku Kaya Budaya. Local values and wisdom refer to the value system, culture, and knowledge that develop in a particular region or society. This includes beliefs, traditions, norms, and knowledge that have been passed down from time to time.

Asni Hasana (2024) argues that many students today do not understand the cultural heritage in the local area. The reason is that young people do not want to continue the Local Wisdom that has been passed down from generation to generation. So that it slowly fades due to not being continued or preserved. Many young people do not want to preserve the existing local wisdom and choose to be in the digital zone. This happened when the researcher conducted initial observations in class IV of SDN Were'a, where 9 students did not really understand the local cultural wisdom, especially the cultural wisdom in Morowali Regency. The world of children is more identical to games that elementary school children usually play, so students should be more familiar with traditional games, especially those in Morowali. According to , students can easily preserve their culture by knowing and understanding it.

Understanding regional culture is very important to learn early on, especially since elementary school level. Therefore, researchers see the need for relevant changes and adjustments in the location that will be the research site.

This research will be conducted at SDN Were'a, located in Were'a Village, Bungku Pesisir District, Morowali Regency. SDN Were'a is a school located at the end of the Bungku Pesisir District, directly bordering Sambori District. Coastal areas, residential areas, a few swampy areas, limestone mountains, and the presence of several industrial companies dominate the geographical conditions around SDN Were'a. Access to SDN Were'a is quite challenging, especially via land routes that have steep terrain. The distance from the sub-district capital in Lafeu Village takes about 3 hours by land. Another alternative is to use the sea route by boat. If the sea waves are calm, this trip takes about 1 hour 30 minutes.

Based on the results of observations and interviews conducted by researchers on Monday, July 8, 2024 at SDN Were'a, there were several problems, especially in grade IV, including students not yet fully understanding the material on local wisdom, this was caused by the treatment of teachers who tended to carry out the learning process only using the lecture method and had not been collaborated with learning methods or media that were interesting for students. In addition, another problem was the low interest in learning among students caused by boredom and boredom in learning. Students tended to look forward to and cheer when the recess bell rang and students tended to be indifferent to the learning process in class. Basically, students in elementary schools are students who actively play, but in the observations made by researchers, researchers have not seen learning that is integrated with games, especially traditional games, this results in low student understanding of materials related to local regional culture.

This research is in line with the research conducted by Anugrah, Ray Rizky Dermawan and Dikdik Fauzi in 2022 entitled Contribution of Traditional Games to Student Learning Motivation. This research focuses on traditional games used as a learning aid in Education at SDN Wanajaya 06 Bekasi

## **Literature Review**

### **Traditional Games**

The term game comes from the word play, which means doing an activity to please yourself or doing something for fun, either using certain tools or without tools. Meanwhile, the term "traditional" comes from the word tradition, which refers to customs or traditions passed down from generation to generation and still carried out in society, or the view that existing methods are considered the best way. (Saprima, Etriadi, and Nasrullah 2020).

Traditional games are an important part of culture that cannot be underestimated, because these games have a major impact on children's psychological development, character, and social interactions in the future. (Yusman and Rosyida 2025) In line with that, another opinion states that traditional games are activities that have certain rules that reflect character, and originate or are rooted in the original culture of the community. (Ramdhan 2023)

Traditional games are types of games that have been passed down from generation to generation in a society, and usually reflect the local culture and values that exist in that community. These games generally do not require modern equipment and often rely on

## ***Contribution of Traditional Mehule Games to Improve Understanding of Local Wisdom Material and Students' Interest on Learning Science Subjects***

physical skills, creativity, and social interaction between players. Traditional games also function as a means of education and entertainment, shaping character and strengthening social relationships between individuals in society (Mohd Muhaimi et al. 2022) .

### **Spinning Top or Mehule Game**

Indonesia has various types of traditional games, such as marbles, hide and seek, congklak, paper airplanes, engklek, spinning tops, bekel, and others. One of the traditional games that is usually played when you are a child is spinning tops. Spinning tops are children's toys that can spin and make a hissing sound when spinning. (Aqillah et al. 2021)

People usually play gasing games as entertainment to fill their free time when work activities are finished. Gasing is a toy that can rotate on an axis and is balanced at a point. (Laini, Aziz, and Hardisa 2023) . The Bugis people in South Sulawesi know the name Maggasing or Aggasing. Meanwhile, in the North Sulawesi area, the Bolaang Mangondow community calls gasing Paki. In East Java, gasing is known as Kekehan, while in Yogyakarta, gasing has two different names; if made of bamboo, it is called Gangsingan, and if made of wood, it is called Pathon. (Saprima et al. 2020)

### **Understanding the Material**

Comprehension refers to a person's ability to understand and comprehend information after the information is known and remembered. In other words, understanding means knowing something and being able to see it from various perspectives. A student is considered to understand something if he or she can provide a more in-depth explanation or *description* of it using their own words. (Atmaja, Ramantha, and Suartana 2017)

Understanding begins after someone goes through the process of searching for information. After gaining knowledge, the next step is understanding. Understanding is seen in the ability to change information from one form to another, interpret, and estimate. In order to understand what is being learned, effective learning activities are needed. A person will have a higher level of understanding if he actively seeks out information about the material being studied, not just memorizing existing information or just as a prerequisite for implementing a curriculum. (Novitasari and Pujiastuti 2020)

Understanding a concept can develop well if the most general concept is first presented as a bridge between new information and information already existing in the student's cognitive structure. Indicators of concept understanding according to Benjamin S. Bloom are as follows: (1) Translation, (2) Interpretation, (3) Extrapolation. (Atmaja et al. 2017)

### **Local wisdom**

Local wisdom refers to the knowledge, values, norms, and wisdom that develop in a particular society based on their experiences, traditions, and culture. Local wisdom usually includes ways of life, practices, and solutions applied in everyday life to maintain balance with nature, society, and social relations. This wisdom is passed down from generation to generation

and is often related to customs, beliefs, and traditional ways that aim to create harmony and sustainability in community life. (Study et al. 2025)

Local wisdom is a guideline in life, as a source of knowledge, and as a solution in answering various kinds of problems in meeting the needs of life carried out by local communities through activities. (Muazimah and Wahyuni 2020)

The application of local wisdom material as an addition to the science subject can be done by educators by combining existing materials with local wisdom themes. Local wisdom themes that have been adjusted to the subject matter are then integrated into the learning process using models, strategies, and media that are supportive and relevant to be applied. (Windayanti et al. 2023)

### **Interest in Learning**

Interest in learning is a person's tendency or interest in a particular topic or subject, which can motivate someone to learn and improve learning outcomes. (M Jirana Nurul 2023). Interest in learning is a feeling of liking or being interested in something and learning activities without anyone telling you to learn (Increasing students' interest in learning through the 2024 method) Interest in learning can also be one of the supporters of student achievement in learning, including student interest in learning. (Abustang 2020)

According to Sutoyo (2024), interest is a relationship between oneself and something outside oneself. The stronger the relationship, the stronger the interest attached to the object. He *defines* that interest means a high tendency and passion or great desire for something. Meanwhile, according to (Fadia Nurluthfiana et al. 2023) interest in learning is a condition in which someone has an interest in something accompanied by a desire to know and learn or prove further. While interest in learning is defined as a sense of interest shown by students in carrying out learning activities at home, at school, and in the community. (Fadia Nurluthfiana et al. 2023)

### **Research Method**

This type of research is descriptive qualitative research using an ethnographic approach. The ethnographic approach is an approach that is carried out empirically and theoretically to produce a deeper picture and analysis of culture in society, in this case the traditional game *Mehule*. While the descriptive qualitative approach is a research approach that aims to describe the phenomena that occur in depth and detail without focusing on statistical calculations.

### **Result**

On the same day, Tuesday, February 11, 2025, the researcher interviewed with a cultural expert teacher related to the traditional *Mehule game*, the researcher chose Mr. Suhardin BSPd. He is the Principal of SDN Buleleng and also the Deputy Chairperson of PGRI Bungku Pesisir District. In addition to the positions mentioned, the researcher's consideration

## ***Contribution of Traditional Mehule Games to Improve Understanding of Local Wisdom Material and Students' Interest on Learning Science Subjects***

in choosing him was because he was a teacher who had pure Bungku blood, or could be called a native Bungku person.

In addition to being a native of Bungku who understands Bungku culture and its traditional games, he is always appointed as the accompanying committee for the *Mehule competition* and in every PGRI *Mehule competition activity* he is always a permanent candidate in the Bungku Pesisir sub-district. So he understands this traditional Bungku customary game very well.

Before conducting the interview, the researcher first asked for permission and time by contacting us via WhatsApp, and he was willing to be interviewed on Tuesday at the SDN Buleleng office in the morning from 10.30 to 12.00. The interview lasted approximately 1 hour and 30 minutes after the interview he explained the selection of *Mehule* making and he also invited the researcher to see directly the *Mehule players under his care who would be included in the O2SN competition for the Mehule competition* at the Regency Level in Bumi Raya District.

In this interview activity, the researcher asked questions about the traditional *Mehule game* in Bungku Pesisir District. The interview was conducted in a structured manner or using a list of questions that the researcher had prepared before the researcher conducted the interview. The preparation in the form of a list of questions was made based on indicators in traditional games according to Hadi & Nugrahanta, 2021 Traditional games have 4 indicators or characteristics that distinguish them from modern games. (1). Game rules are passed down orally from generation to generation without using written media. (2) Traditional games generally use simple tools or media that are easy to find around us, such as stones, ropes, or leaves. (3) Involves group participation, which prioritizes social interaction between participants. (4). closely related to local culture and traditions, reflecting the values and symbols typical of a region or tribe.

The TGT model was chosen because it was considered appropriate for building student cooperation, fostering a healthy competitive spirit, and improving conceptual understanding through educational games. The game used is a typical Morowali game, namely the *Mehule game*. The *Mehule* game is very suitable to be used as a medium in this learning because of the TGT model. Traditional games such as spinning tops or *Mehule* are very suitable to be used as learning media in the Team Games Tournament (TGT) model because they have characteristics that align with the model's principles. TGT emphasizes learning through teamwork and healthy competition between students, and the spinning top or *Mehule game* naturally contains competitive elements that can arouse students' enthusiasm and enthusiasm. When this game is modified in the form of a tournament activity, students not only compete individually, but also support each other in groups to achieve victory, thus strengthening cooperation and a sense of responsibility between team members.

In addition, local games such as *Mehule* make learning more contextual and meaningful for students because they feel close to their own culture and environment. This also helps foster a sense of love for local wisdom and strengthens cultural identity from an early age. Spinning

tops or *Mehule games* can also create a fun learning atmosphere, which is important in maintaining active student involvement throughout the learning process. This activity involves cognitive and psychomotor and affective aspects because students are required to move, think strategically, and interact with their peers.

The learning process at the first meeting began with opening the class, greeting students, praying, checking attendance and classically delivering the material by the teacher to all 9 students of grade IV of SDN Were'ea. The material delivered was Topic A: The Uniqueness of the Habits of the People Around Me, which is part of the theme 6 My Indonesia is Rich in Culture in the subject of Science. The teacher delivered the material using the lecture method with the media of the Independent Curriculum Science printed book for grade IV. The material was delivered at the beginning of the lesson, before the students were divided into groups.

After the delivery of the material is complete, the learning process continues with the second stage in the Team Games Tournament (TGT) model syntax, namely group division. In this stage, students are divided into two balanced groups based on each student's academic ability level. The fourth-grade teacher carries out this division by considering the results of observations and the teacher's understanding of each student's character and individual abilities. Although the teacher determines the group's composition, this process still involves discussion and agreement from all students. Thus, the group division takes place fairly and openly, without any element of coercion from any party. This approach aims to create a comfortable and effective atmosphere of cooperation in the group, so that each student feels responsible and has an active role in the next learning activities.

Throughout the entire process, the researcher played an active role in observing and monitoring the learning process. Observations were conducted to observe student involvement, dynamics of group cooperation, and the effectiveness of the TGT model implementation. With this observation, the researcher can obtain accurate data on student responses to the learning model implemented and identify aspects that need to be improved in the next meeting.

After the groups are formed, the class teacher continues learning by entering the third stage in the Team Games Tournament (TGT) model syntax, namely game activities or *games/tournaments*. At this stage, the teacher explains the rules and mechanisms of the educational game that will be played with all students. After all the students understand, the class teacher invites them to leave the classroom and go to the field where the game is being played.

The game then began and was carried out in turns between groups. At the beginning of the implementation, the researcher observed that some students still did not fully understand the rules of the game that had been explained. This caused some students to look confused and lack focus when following the course of the game. In addition, during the game implementation process, several small arguments between students were triggered by miscommunication, such as disagreements over turns to play, answers considered wrong, or differences in understanding the rules. Although the conflicts that occurred were minor, this shows that not all students are able to manage group interactions well in the context of competition.



## ***Contribution of Traditional Mehule Games to Improve Understanding of Local Wisdom Material and Students' Interest on Learning Science Subjects***

After the entire series of games were completed, the teacher announced the tournament's final results. Based on the accumulation of points from each round of the game, group 1 was declared the winner and received a symbolic award in the form of praise and applause from the entire class. However, after the winner's announcement, there was again opposition from group 2 who expressed dissatisfaction with the composition of the number of members in each group. Group 1 consisted of 5 people, while group 2 only had 4 members. Group 2 considered that the difference in the number of members created an imbalance in the strength of cooperation and the ability to answer questions in the game.

However, the atmosphere seemed less conducive during the learning process both in and outside the classroom. As many as 5 out of 9 students seemed less focused and did not properly listen to the teacher's explanation. Several students showed a passive attitude and were less enthusiastic about the material presented in the lecture. In addition, the researcher also noted that several students looked indifferent and less interested during the game process. They seemed to participate in the activities only passively and just follow along without showing high enthusiasm. This indicates that although the game approach has the potential to increase learning engagement, not all students automatically respond positively. Lack of understanding of the rules of the game, differences in the number of group members, and minimal emotional involvement in the activity can be factors that influence learning dynamics. These findings are important evaluation materials for improvements in the next meeting, such as adjusting the number of group members, providing clearer explanations of the rules, and individual motivation approaches so that each student feels actively involved.

The researcher has comprehensively observed the entire series of learning activities at the first meeting. Based on the results of the observation, several shortcomings caused the learning process to not be said to be effective. These shortcomings need to be considered in designing improvements for the next meeting so that learning objectives can be achieved optimally. Some of the obstacles and weaknesses found include:

1. Lack of student understanding of game rules: Some students seemed confused and did not understand the game mechanics explained, so they were unable to participate actively.
2. The imbalance in the number of members in the group: Group 1 consists of 5 people, while group 2 only has 4 people. This imbalance causes tension and complaints from the group that feels disadvantaged.
3. Lack of active participation from some students: Some students show an indifferent attitude and only participate passively in activities without emotional involvement or strong motivation to learn.
4. Minor squabbles between students: Miscommunication during the game triggered minor conflicts that disrupted the learning atmosphere, indicating the need for fostering students' social and communication skills in group activities.
5. The lecture model at the beginning of learning is less interesting for students: When the teacher classically delivers the material, five out of nine students appear unfocused, indicating the need for a more varied and interactive approach from the beginning of learning.

Based on these findings, the researcher concluded that the TGT model has good potential to be implemented but still requires adjustments and improvements. Reflection on this first meeting will be an important basis for designing learning actions in the next meeting, hoping to improve the quality of the process and student learning outcomes.

## **Discussion**

Science Learning Chapter 6 “My Indonesia is Rich in Culture”, primarily focuses on introducing and understanding the diversity of culture and local wisdom in Indonesia, including in the students' surroundings. To make learning more contextual and meaningful, the researcher implemented *the Team Games Tournament (TGT) model* based on the traditional game *Mehule*, which is one of the local games known to students at SDN Were'a.

Before the learning was carried out, the researcher distributed pretest questions to measure students' initial understanding of the material. As a result, most students got less than satisfactory results, namely scores below the KKM number of 75.

After implementing *Mehule* game-based learning in three meetings, the researcher again gave the same posttest questions to measure changes in learning outcomes. The posttest results showed that all students experienced an increase or maintained their maximum scores, namely:

- a) 6 students still got a score of 100,
- b) 2 students increased from 95 to 100,
- c) 1 student increased from 90 to 95.

This increase not only shows success in the cognitive aspect (understanding of the material), but also illustrates the level of motivation, involvement, and interest of students that increases during the learning process. *Mehule* games have created an active, fun, and meaningful learning atmosphere, where students learn in theory and experience firsthand the cultural values contained in traditional games.

Through this process, students find it easier to understand the concept of local wisdom because:

- a) Learning is linked to real experiences, namely games that are familiar and relevant to their lives.
- b) Students learn in a healthy collaborative and competitive atmosphere, which encourages them to be more focused and active.
- c) Creating an emotional connection between the subject matter and the local cultural context that strengthens long-term understanding.

Thus, it can be concluded that the traditional *Mehule* game provides a real and significant contribution to improving students' understanding of local wisdom material in science lessons. This learning model has been proven to improve learning outcomes and

### ***Contribution of Traditional Mehule Games to Improve Understanding of Local Wisdom Material and Students' Interest on Learning Science Subjects***

strengthen character, cultural values, and a sense of love for local heritage, which is an important part of national identity. The results obtained by the researcher are in line with research conducted by (Rahman 2024) which states that social studies learning with a traditional game approach has great benefits, namely it can maintain traditional games as local wisdom and also trigger students' interest in social studies learning activities. Social studies learning with a traditional game approach has great benefits, namely not only helping to maintain traditional games as part of local wisdom, but also being able to increase students' interest and active participation in the learning process. Thus, this approach can be a strategic alternative in creating a fun, meaningful, and contextual learning atmosphere and fostering a sense of love for one's own culture from an early age.

The implementation of traditional game-based learning Mehule in grade IV SDN Were'a has a significant impact on increasing students' interest in learning. This can be seen from changes in student attitudes and involvement during the learning process from the first meeting to the third meeting. At the first meeting, learning was still not running optimally. Some students seemed less focused, passive, and not very enthusiastic about participating in activities. Although the material was delivered using the Team Games Tournament (TGT) model approach, the students did not fully understand the games that were inserted. Some students even showed an indifferent attitude and simply followed the learning without strong emotional involvement. Problems also arose from the side of group imbalance and lack of understanding of the rules of the game, which caused communication not to run smoothly.

However, the researcher and the class teacher reflected and improved the strategy in implementing learning in the next meeting. In the second and third meetings, learning was more focused and enjoyable. Students began to understand the flow of the game, showed cooperation in groups, and actively participated in discussions and game activities. This indicates a gradual increase in student involvement and interest in learning.

This increase in students' interest in learning was also confirmed through the results of a learning interest questionnaire distributed to 9 students after the third meeting. The questionnaire, which included four indicators of feelings of pleasure, student involvement, student attention, and interest in the material, showed that the majority of students were in the "Very Good" and "Good" categories. There was a significant increase in the indicators of student involvement and interest in learning, which were initially low at the beginning of the meeting.

Students feel happier learning because the learning method is packaged in traditional games close to their lives, while providing a healthy competitive atmosphere. Learning is no longer considered boring, but becomes something fun and anticipated. In line with the results of research conducted by (Ramkar, Septiadi, and Bachtiar 2024) which states that traditional games positively contribute to increasing students' interest in learning at SDI Kawakib. As well as research from (Class 2025) which states that the use of the Baamboozle game can be an alternative effective learning strategy in increasing students' interest in learning in Elementary Schools, especially in social studies subjects. So it can be concluded that the traditional game

that the researcher did, namely the mehule game, has proven to make a major contribution to increasing students' interest in learning, because:

- a) Make students feel comfortable and happy in following lessons.
- b) Increase active student involvement during learning.
- c) Arousing curiosity and interest in the material.
- d) Fostering a spirit of collaborative learning through competition and teamwork.

Thus, the traditional Mehule game not only functions as educational entertainment, but also becomes an effective learning strategy in increasing students' interest in learning, especially in understanding local wisdom material in science lessons.

## **Conclusion**

The traditional Mehule game significantly improved the understanding of local wisdom material in grade IV of SDN Were'a. This is proven by the posttest results, which showed increased scores for all students compared to the pretest. Students became more active, enthusiastic, and able to connect the subject matter with their local cultural experiences. Learning through the Mehule game makes the learning process more enjoyable and meaningful so that understanding the material of Science Chapter 6, "My Indonesia is Rich in Culture" increased significantly. The contribution of the traditional Mehule game it can increase the interest in learning of students in grade IV of SDN Were'a, as evidenced by the increase in the results of the student interest questionnaire after learning took place for three meetings. Students showed positive changes in feelings of joy, involvement, attention, and interest in learning. The classroom atmosphere became more lively. Students were more active in discussing, enthusiastic in participating in the game, and looked more focused when receiving the material. This indicates that using the Mehule game really impacts increasing students' interest in learning.

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***Contribution of Traditional Mehule Games to Improve Understanding of Local Wisdom Material and Students' Interest on Learning Science Subjects***

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