

THE PRESERVATION OF HOMBO BATU TRADITION IN RELATION TO STUDENT ATTITUDES AND INTERESTS AT SMA NEGERI 1 TELUK DALAM

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Abstrak

Penelitian ini bertujuan untuk menganalisis pelestarian tradisi Hombo Batu ditinjau dari sikap dan minat siswa SMA Negeri 1 Teluk Dalam, Kabupaten Nias Selatan. Penelitian ini menggunakan pendekatan kuantitatif dengan metode deskriptif korelasional. Populasi penelitian adalah seluruh siswa SMA Negeri 1 Teluk Dalam, dengan sampel sebanyak 120 siswa yang dipilih menggunakan proportional random sampling. Teknik pengumpulan data menggunakan angket berbasis skala Likert, yang diujikan terlebih dahulu validitas dan reliabilitasnya. Data dianalisis menggunakan statistik deskriptif, uji korelasi Pearson, dan regresi linier berganda. Hasil penelitian menunjukkan bahwa sebagian besar siswa memiliki sikap positif ($mean = 3,85$) dan minat tinggi ($mean = 3,78$) terhadap tradisi Hombo Batu. Variabel sikap dan minat memiliki hubungan positif signifikan dengan pelestarian tradisi, dengan koefisien korelasi masing-masing $r = 0,62$ dan $r = 0,57$ ($p < 0,05$). Analisis regresi linier berganda menunjukkan bahwa 56% variasi pelestarian tradisi dapat dijelaskan oleh sikap dan minat siswa, di mana sikap memiliki kontribusi lebih besar dibanding minat. Temuan ini menegaskan bahwa sikap positif dan minat tinggi merupakan faktor psikologis penting dalam mendorong keterlibatan aktif siswa dalam pelestarian budaya lokal. Berdasarkan hasil tersebut, disarankan agar sekolah dan komunitas mengembangkan pendidikan berbasis nilai budaya lokal dan program ekstrakurikuler yang meningkatkan sikap positif serta minat siswa terhadap tradisi Hombo Batu, sehingga keberlanjutan budaya dapat terjaga di kalangan generasi muda.

Kata Kunci: Sikap; Minat; Pelestarian Budaya; Hombo Batu; Siswa SMA; Pendidikan Budaya

Abstract

This study aims to analyze the preservation of the Hombo Batu tradition in relation to the attitudes and interests of students at SMA Negeri 1 Teluk Dalam, South Nias Regency. The study employed a quantitative approach with a correlational descriptive method. The population consisted of all students at SMA Negeri 1 Teluk Dalam, with a sample of 120 students selected through proportional random sampling. Data were collected using a Likert-scale questionnaire, which was first tested for validity and reliability. The data were analyzed using descriptive statistics, Pearson correlation, and multiple linear regression. The results indicate that most students have a positive attitude ($mean = 3.85$) and a high level of interest ($mean = 3.78$) toward the Hombo Batu tradition. Both attitude and interest variables showed a significant positive correlation with tradition preservation, with correlation coefficients of $r = 0.62$ and $r = 0.57$, respectively ($p < 0.05$). Multiple linear regression analysis revealed that 56% of the variance in tradition preservation can be explained by students' attitudes and interests, with attitude contributing more strongly than interest. These findings confirm that positive attitudes and high interest are key psychological factors in promoting students' active involvement in local cultural preservation. Based on these results, it is recommended that schools and communities implement education programs based on local cultural values and extracurricular activities that foster students' positive attitudes and interest in the Hombo



Batu tradition, thereby ensuring the sustainability of this cultural heritage among younger generations.

Keywords: *Attitude; Interest; Cultural Preservation; Hombo Batu; High School Students; Cultural Education*

A. Introduction

Indonesia is a country rich in cultural diversity and traditions that have been passed down through generations by each ethnic group. This diversity not only constitutes a part of the national identity but also reflects local wisdom values that play a significant role in shaping societal character. However, in the midst of rapidly advancing globalization and modernization, many local traditions face serious challenges in terms of preservation. Changes in lifestyle, technological developments, and the influence of external cultures gradually shift the interest of younger generations away from traditional culture. If this condition is left unaddressed, it is likely that various local traditions may experience degradation or even extinction.

One local tradition with significant cultural value is Hombo Batu, the stone-jumping tradition originating from the Nias community in North Sumatra. Hombo Batu is not merely a physical activity; it serves as a symbol of adulthood, courage, strength, and readiness for a male's social responsibilities within Nias society. Initially, this tradition was closely linked to village defense systems and social rituals that embedded character education values such as discipline, resilience, and responsibility. Therefore, Hombo Batu holds important philosophical and historical significance as an integral part of the cultural identity of the Nias people.

Over time, the function of Hombo Batu has shifted. The tradition is no longer practiced as a core element of the social system but is increasingly showcased in the context of tourism and cultural ceremonial events. This development raises concerns that Hombo Batu may be perceived merely

as a spectacle, rather than as a cultural heritage whose meanings are understood and internalized. Hence, the preservation of this cultural tradition is crucial—not only focusing on the physical practice but also emphasizing the understanding of values and the attitudes of the younger generation toward the tradition. Cultivating such awareness ensures that Hombo Batu remains a living cultural heritage rather than merely a performative display.

Young generations, particularly students, play a strategic role in cultural preservation efforts. As a group undergoing the formation of attitudes, values, and interests, high school students have the potential to act as agents in sustaining local traditions. However, in reality, students' interest in traditional culture often struggles to compete with modern popular culture, which is more attractive and easily accessible through digital media. This situation raises a fundamental question: what are students' attitudes and interests toward the Hombo Batu tradition, and to what extent do these factors influence the preservation of this tradition?

Attitude refers to an individual's tendency to respond positively or negatively to an object, influenced by knowledge, feelings, and experience. Students' attitudes toward Hombo Batu can be reflected in how they perceive the importance of the tradition and their willingness to participate in cultural preservation activities. Meanwhile, interest is an internal drive that generates curiosity and a desire to learn or engage in an activity. Students' interest in Hombo Batu is crucial because, without engagement or attraction, efforts to preserve the culture will be difficult to sustain.



In the educational context, schools have a strategic role as platforms for cultural value transfer and character development. Through learning activities, extracurricular programs, and supportive school environments, local cultural values can be instilled in students from an early age. SMA Negeri 1 Teluk Dalam, as an educational institution located in South Nias, occupies a particularly relevant position in preserving the Hombo Batu tradition. Its presence within a community that practices Hombo Batu provides a significant opportunity to integrate local cultural values into daily school life.

However, the extent to which students at SMA Negeri 1 Teluk Dalam hold positive attitudes and interest in Hombo Batu remains uncertain. Do students view Hombo Batu as an important aspect of their cultural identity, or merely as a relic of the past that is less relevant to modern life? Addressing this question is essential to ensure that cultural preservation efforts are appropriately targeted and sustainable. Without a clear understanding of students' attitudes and interests, preservation programs may be ineffective.

Research on the preservation of the Hombo Batu tradition, viewed from students' attitudes and interests, offers novel insights by linking local culture with psychological and educational dimensions. This study focuses not only on the tradition as a cultural object but also on the subjects of preservation, namely students as the next generation of custodians. Consequently, the results are expected to provide empirical insights into students' attitudes and interests and their relationship to the preservation of Hombo Batu.

Furthermore, the study is anticipated to offer practical contributions for schools, educators, and policymakers in designing local culture-based educational strategies. By

understanding students' attitudes and interests, schools can develop more engaging and relevant learning programs and activities that cultivate cultural awareness. Simultaneously, the research can serve as a reference for communities and local governments in more targeted cultural preservation initiatives.

In conclusion, the preservation of the Hombo Batu tradition cannot be separated from the role of the younger generation, particularly high school students. Students' attitudes and interests are key determinants of the sustainability of this tradition in the future. Therefore, the research titled "Preservation of the Hombo Batu Tradition: A Study of Attitudes and Interests of Students at SMA Negeri 1 Teluk Dalam" is essential for providing a comprehensive understanding of students' role in safeguarding local cultural heritage amid the challenges of modernization.

B. Research Method

1. Research Type and Approach

A quantitative approach is a research methodology that emphasizes the objective measurement of variables through numerical data and statistical analysis. In educational and socio-cultural research, this approach is widely used to examine attitudes, interests, and behaviors of students, as it produces measurable findings that can be generalized. Quantitative research is considered effective in uncovering complex relationships between psychological variables, particularly when data are collected using standardized instruments, such as Likert-scale questionnaires (Suryani & Hendryadi, 2022).

The study adopts a descriptive correlational research design, as it aims to describe the conditions of the variables under investigation while simultaneously analyzing the relationships among them without any manipulation or experimental treatment. Correlational research allows



researchers to identify the direction and strength of relationships between variables empirically but is not intended to establish causal conclusions. According to Park and Park (2023), a correlational approach is particularly relevant for examining attitudes and interests, as these variables naturally develop through social processes and individual experiences.

In this study, students' attitudes and interests are positioned as psychological variables that play a crucial role in shaping tendencies toward cultural preservation behaviors. Recent studies indicate that positive attitudes and high interest in local culture are significantly correlated with youth participation in cultural preservation efforts (Kim & Choi, 2024). Therefore, employing a descriptive correlational quantitative approach enables the researcher to objectively measure the extent to which students' attitudes and interests relate to the preservation of the Hombo Batu tradition.

The preservation of the Hombo Batu tradition is considered the dependent variable influenced by internal student factors, particularly their attitudes and interests. By applying this approach, the research is expected to provide empirical and accurate insights into the role of students as the next generation in sustaining local cultural heritage amid the challenges of modernization and globalization. This method allows for the systematic examination of the interplay between psychological factors and cultural preservation behavior, thereby offering both theoretical and practical contributions to the study of youth engagement in heritage conservation.

2. Research Location and Time

Determining the research location is a critical aspect of study design because it is directly related to the relevance of the context and the accuracy of the data

obtained. Selecting an appropriate location enables researchers to acquire information that aligns with the research objectives and accurately reflects the characteristics of the variables under investigation. In educational and socio-cultural research, it is strongly recommended to choose locations that are directly connected to the subject of study, ensuring that the data collected represent actual empirical conditions (Rahman et al., 2022).

SMA Negeri 1 Teluk Dalam was chosen as the research site because it is located in South Nias Regency, a region historically and culturally associated with the Hombo Batu tradition. The geographical and cultural proximity between the school and the tradition under study provides students with the opportunity to possess direct knowledge, experience, and interaction with local culture. Recent studies indicate that the local school context significantly influences students' attitudes and interests in cultural preservation, as the social and cultural environment plays a crucial role in shaping students' values and identity (Widodo & Lestari, 2023).

In addition to location, the timing of the research is essential to ensure smooth data collection and high-quality results. This study was planned to be conducted over one academic semester, allowing each stage from instrument preparation and data collection to analysis and reporting to be carried out systematically and comprehensively. According to Johnson and Christensen (2024), an adequate research duration allows researchers to minimize bias, enhance data accuracy, and ensure that respondents fully understand the instruments used.

Conducting the study over one semester also provides flexibility for aligning the research schedule with the school's academic calendar, ensuring that the research process does not interfere with



regular learning activities. Thus, the selection of SMA Negeri 1 Teluk Dalam as the research site, combined with a one-semester research timeline, is considered appropriate and relevant for comprehensively and contextually examining students' attitudes and interests in the preservation of the Hombo Batu tradition.

3. Research Population and Sample

The population refers to the entire set of research subjects who possess specific characteristics relevant to the study objectives. In educational research, the population often includes all students within a particular educational institution that aligns with the variables under investigation. In this study, all students of SMA Negeri 1 Teluk Dalam were designated as the research population, as their characteristics are closely related to the focus of the study, namely attitudes and interests toward the preservation of the Hombo Batu tradition. According to Taherdoost (2022), accurate population determination is a fundamental basis for producing valid research findings that can be scientifically justified.

Considering the relatively large population size, this study employed a sampling technique to obtain data efficiently while maintaining representativeness. Utilizing a sample allows researchers to draw conclusions that reflect the population without involving all members. In this context, proportional random sampling was selected because it ensures the representation of each subgroup within the population, particularly based on grade level. This technique is highly recommended in educational research involving heterogeneous populations, as it provides equal selection opportunities for all individuals (Etikan & Babtope, 2023).

The sample size was determined using Slovin's formula with a 5% margin of error. The application of Slovin's formula aims to

achieve a proportional and adequate sample size, allowing the research results to be generalized with high confidence. Recent methodological studies indicate that Slovin's formula remains relevant in social and educational research, particularly in survey studies where the population size is known (Adam, 2024).

By applying proportional random sampling and systematic sample size calculation, this study is expected to generate accurate and representative data reflecting the actual conditions of the population. Furthermore, this approach upholds methodological fairness, as every student at SMA Negeri 1 Teluk Dalam has an equal opportunity to participate as a research respondent.

4. Research Variables

This study focuses on three main variables, consisting of two independent variables students' attitudes (X_1) and interests (X_2) toward the Hombo Batu tradition and one dependent variable, the preservation of the Hombo Batu tradition (Y). The selection of these variables is grounded in literature indicating that individual attitudes and interests are psychological factors influencing participatory behavior in cultural activities and the preservation of local heritage (Lee & Kim, 2022).

Students' attitudes toward the Hombo Batu tradition are defined as evaluative tendencies that are either positive or negative toward the cultural practice. Attitude is a psychological construct that affects how individuals respond, assess, and decide to engage in cultural activities. According to Chang and Park (2023), positive attitudes toward local cultural values can enhance active participation in preservation activities and foster a sense of cultural identity among young people.



Students' interest in the Hombo Batu tradition, as the second independent variable, refers to the level of curiosity, attention, and willingness to learn about and participate in activities related to local culture. Interest is considered an intrinsic motivator that drives voluntary engagement in cultural activities. Recent studies indicate that higher interest in local culture is positively correlated with active involvement in cultural preservation efforts (Nguyen et al., 2024).

The dependent variable, the preservation of the Hombo Batu tradition, is defined as the effort to maintain, safeguard, and transmit the cultural values of Hombo Batu within social life. The preservation of culture requires the engagement of younger generations, as they are the main agents responsible for continuing traditions. Research by Santoso and Widjaya (2022,) emphasizes the importance of the relationship between attitudes, interests, and participatory behavior in ensuring the sustainability of local cultural heritage.

Therefore, measuring students' attitudes and interests toward Hombo Batu serves as a crucial indicator for assessing the potential for future cultural preservation. These variables provide empirical insight into how psychological factors among secondary school students can influence the continuity of a culturally significant local tradition.

5. Data Collection Techniques

Data collection techniques are a critical aspect of quantitative research, as the quality of data directly influences the validity and reliability of the research findings. In educational and socio-cultural studies, questionnaires are among the most commonly used instruments for systematically measuring students' attitudes, interests, and behaviors. The use of questionnaires allows researchers to obtain

numerical data that can be analyzed statistically and compared across respondents (Rahman et al., 2022).

The questionnaire employed in this study was designed using a five-point Likert scale, with response options: strongly agree, agree, neutral, disagree, and strongly disagree. The Likert scale was chosen because it is effective for measuring the intensity of respondents' attitudes, interests, and behaviors toward the studied variables. Recent research demonstrates that Likert scales provide reliable and valid results when assessing psychological constructs such as students' attitudes and interests toward local culture (Santoso et al., 2023).

The questionnaire is structured into three sections, corresponding to the research variables: (a) students' attitudes toward the Hombo Batu tradition, (b) students' interest in the Hombo Batu tradition, and (c) the preservation of the Hombo Batu tradition. Each section was developed based on relevant theoretical indicators, enabling accurate capture of the dimensions of attitude, intrinsic motivation, and participatory behavior. This approach aligns with methodological guidelines, which assert that questionnaires based on theoretical indicators enhance the content validity of the instrument (Li & Wong, 2024).

Thus, the use of a Likert-scale questionnaire grounded in theoretical indicators allows this study to obtain structured and accurate data that can be analyzed quantitatively. This technique also facilitates a systematic evaluation of the relationships between students' attitudes, interests, and the preservation of the Hombo Batu tradition at SMA Negeri 1 Teluk Dalam, providing empirical insights into the psychological factors that influence cultural preservation among secondary school students.



6. Instrument Validity and Reliability Testing

In quantitative research, instrument validity and reliability are critical aspects to ensure that the collected data are accurate and trustworthy. Validity assesses the extent to which questionnaire items adequately represent the constructs being measured. One commonly employed method is the Pearson Product-Moment correlation, which evaluates the relationship between each item score and the total score. An item is considered valid if the correlation coefficient exceeds the critical r -value at a specified significance level, typically 0.05 (Nguyen et al., 2023). High validity ensures that the questionnaire accurately captures the dimensions of students' attitudes, interests, and participatory behaviors, thereby supporting scientifically sound interpretation of the research findings.

In addition to validity, instrument reliability serves as an essential benchmark for internal consistency, indicating the extent to which items yield stable and consistent responses under similar conditions. A widely used method for assessing reliability is Cronbach's Alpha, with an alpha value greater than 0.70 generally indicating a reliable instrument (Li et al., 2024). A reliable instrument guarantees that the collected data are not significantly influenced by respondent inconsistency, allowing for accurate statistical analysis and increasing confidence in the research results.

Recent studies highlight the importance of combining validity and reliability testing prior to the broad deployment of questionnaires. This procedure ensures that instruments can consistently and accurately measure psychological constructs, such as students' attitudes and interests toward cultural preservation (Park & Kim, 2022).

Therefore, the validity and reliability testing procedure represents a fundamental

methodological step in this study, ensuring that the questionnaire employed can produce data that are valid, reliable, and representative. This enables a rigorous analysis of the relationships among students' attitudes, interests, and the preservation of the Hombo Batu tradition at SMA Negeri 1 Teluk Dalam.

7. Data Analysis Techniques

In quantitative research, data analysis plays a crucial role in processing collected information to derive valid and reliable conclusions. Data obtained from questionnaires were analyzed using descriptive and inferential statistical methods. Descriptive analysis was employed to illustrate respondents' characteristics and the distribution of research variables, such as mean scores, percentages, and categories of students' attitudes and interests toward the Hombo Batu tradition. This analysis facilitates an initial understanding of the data before conducting tests of relationships between variables (Rahman et al., 2022).

To examine the relationships between the independent variables (attitudes and interests) and the dependent variable (Hombo Batu tradition preservation), inferential analysis was applied. The Pearson correlation coefficient was used to measure the strength and direction of linear relationships among variables. Pearson correlation is highly suitable for studies investigating psychological constructs, such as students' attitudes and interests toward participatory behavior in cultural activities (Nguyen et al., 2023).

Additionally, the study employed multiple linear regression analysis to determine the contribution of each independent variable to the dependent variable. Multiple regression allows researchers to predict the magnitude of influence of attitudes and interests on the preservation of the Hombo Batu tradition



while identifying which variable has the more dominant effect. Hypothesis testing was conducted at a significance level of 0.05, whereby the alternative hypothesis is accepted if the significance value is less than 0.05, and the null hypothesis is rejected. This approach aligns with methodological guidelines in quantitative research, which emphasize the combination of descriptive and inferential analyses to generate comprehensive conclusions (Li & Wong, 2024).

By applying these analytical techniques, the study provides an empirical depiction of students' attitudes and interests and their roles in preserving the Hombo Batu tradition, while simultaneously identifying significant relationships and the relative contributions of each independent variable to the dependent variable. This comprehensive approach ensures that both descriptive patterns and predictive relationships are systematically examined, supporting evidence-based recommendations for cultural preservation initiatives.

8. Research Ethics

Research ethics constitutes a fundamental component in any scientific study, particularly those involving human subjects. Ethical principles aim to protect the rights and welfare of respondents while ensuring the integrity of collected data. In social and educational research, ethical considerations encompass informed consent, data confidentiality, information security, and the use of data solely for academic purposes (Smith & Brown, 2022).

Informed consent is a basic principle that must be fulfilled. Respondents are provided with clear explanations regarding the study's objectives, research methods, potential risks and benefits, and their rights to decline or withdraw participation at any time. This ensures voluntary participation

based on full understanding of the research (Nguyen et al., 2023).

Data confidentiality is another crucial aspect. Respondents' identities must not be disclosed, and the collected data are used exclusively for academic analysis. This measure safeguards participants' privacy and fosters trust in the research process. Recent studies indicate that strict confidentiality protocols enhance data quality, as respondents are more likely to provide honest and open responses (Lee & Park, 2024).

Beyond consent and confidentiality, the exclusive academic use of data underscores the integrity of the research. Researchers are responsible for avoiding manipulation, distortion, or misuse of the collected data. Consistent application of ethical principles not only protects respondents but also increases the credibility and acceptability of research findings within the academic community (Wong et al., 2025).

In this study, ethical principles were rigorously implemented, including informed consent, confidentiality protection, and the exclusive use of data for academic purposes. This approach ensures that the research is not only methodologically valid but also morally responsible and accountable to the participants involved.

C. Research Results and Discussion

Research Results

1. Respondent Characteristics

Respondent characteristics play a crucial role in quantitative research, as they determine the context for data interpretation and the validity of findings. In this study, the respondents consisted of students from SMA Negeri 1 Teluk Dalam, selected using proportional random sampling. This technique ensured that each grade level (X, XI, XII) was proportionally represented, allowing the sample to accurately reflect the population. From the total population, a



sample of 120 students was obtained, with a nearly balanced gender distribution: 52% female and 48% male. The average age of students was 16.8 years, corresponding to the adolescent developmental stage, during which cultural learning and the formation of attitudes toward local traditions can develop optimally (Lee & Kim, 2022).

Descriptive analysis indicated that most students possessed basic knowledge of the Hombo Batu tradition, acquired through formal education as well as social and cultural experiences within their communities. This finding aligns with Nguyen et al. (2024), who argued that adolescent involvement in local cultural activities is influenced by educational level, age, and early exposure to cultural traditions. The basic knowledge held by students plays a significant role in shaping positive attitudes and interest, which in turn supports active participation in cultural preservation.

Furthermore, these respondent characteristics confirm that SMA Negeri 1 Teluk Dalam is a representative research site for examining the relationships between attitudes, interest, and the preservation of the Hombo Batu tradition. Demographic factors such as age, gender, and educational level enable researchers to understand variations in students' perceptions and motivation to preserve local culture. This is consistent with Santoso & Widjaya (2022), who emphasized the importance of respondent characteristics in predicting youth engagement in cultural preservation.

Thus, demographic data provide a solid foundation for further analysis of the influence of attitudes and interest on the preservation of the Hombo Batu tradition. Understanding these characteristics ensures that subsequent statistical analyses, including correlation and regression tests,

are interpreted within an accurate contextual framework.

2. Descriptive Analysis of Variables

Descriptive analysis is employed to illustrate the main characteristics of the collected data, facilitating an initial interpretation of the relationships among variables. This study focused on three primary variables: students' attitudes toward the Hombo Batu tradition, students' interest in the Hombo Batu tradition, and the preservation of the Hombo Batu tradition.

2.1 Students' Attitudes toward the Hombo Batu Tradition

The questionnaire results indicated that the average score for students' attitudes toward the Hombo Batu tradition was in the positive category, with a mean of 3.85 on a 5-point scale. Specifically, 40% of students displayed very positive attitudes, 45% positive, 10% neutral, and only 5% negative. These findings suggest that the majority of students hold favorable evaluations of the local tradition in terms of historical, social, and cultural values. The highest-scoring indicators were related to the appreciation of the historical significance of Hombo Batu and the willingness to participate in preservation activities, indicating that students not only possess knowledge of the tradition but also recognize its importance for continuity.

These results are consistent with Santoso et al. (2023), who found that positive attitudes toward local cultural heritage serve as predictors of youth engagement in cultural preservation. Furthermore, Chang and Park (2023) emphasized that positive attitudes are a key psychological factor motivating adolescents to participate in cultural activities, as attitudes shape internal motivation and learning interest in traditions. These findings reinforce the argument that cultural education in schools



can enhance students' awareness of local traditions by fostering positive attitudes.

2.2 Students' Interest in the Hombo Batu Tradition

The variable measuring students' interest in the Hombo Batu tradition also showed high results, with an average score of 3.78. In detail, 38% of students exhibited very high interest, 42% high, 15% moderate, and 5% low. The highest interest was observed in indicators assessing students' desire to participate in cultural activities such as festivals, traditional ceremonies, or educational programs based on local cultural values.

Recent studies by Nguyen et al. (2024) demonstrate that high interest in local culture correlates positively with active involvement in cultural preservation, particularly when students have direct experience through practical activities and value-based local education. These findings reinforce the present study's conclusion that students' interest is a key driver in the preservation of the Hombo Batu tradition. The greater the interest, the higher the likelihood that students will actively participate in school and community-based cultural activities. Interest also serves as an internal motivator, essential for fostering long-term participatory behavior (Lee & Park, 2024).

2.3 Preservation of the Hombo Batu Tradition

The dependent variable, preservation of the Hombo Batu tradition, had an average score of 3.71, indicating that students exhibited a relatively high level of involvement and awareness in maintaining local traditions. Approximately 82% of students expressed willingness to participate in cultural preservation activities, such as learning the history of the tradition, attending festivals, or disseminating

information about Hombo Batu within their social environment.

These findings align with Santoso & Widjaya (2022), who emphasized that positive attitudes and high interest are strong predictors of active participation in cultural preservation. The results also support the cultural participation theory proposed by Smith & Brown (2022), which posits that individuals are likely to contribute to cultural preservation when they possess internal motivation, including interest and appreciation of cultural values. In other words, students' involvement in cultural preservation is influenced not only by cognitive understanding but also by affective factors such as attitudes and interest.

Practically, these descriptive results indicate that value-based cultural education in schools can foster positive attitudes and nurture students' interest in traditions. Integration of cultural content in the curriculum, hands-on experience through extracurricular activities, and engagement with local communities can further enhance student participation. Lee & Kim (2022) highlighted that direct student experience in cultural activities enhances interest and awareness, which, in turn, supports sustainable preservation of local culture.

In conclusion, the descriptive analysis demonstrates a strong relationship between attitudes, interest, and the preservation of the Hombo Batu tradition. Attitudes and interest serve as the psychological foundation driving students' active participation in preservation activities, while preservation reflects students' concrete actions in maintaining cultural continuity. These findings provide empirical evidence critical for developing cultural education programs in secondary schools, especially in regions rich in local traditions such as Teluk Dalam.



3. Pearson Correlation Test

To examine the relationships among variables in this study, a Pearson correlation test was conducted. This test measures the strength and direction of linear relationships between the independent variables (students' attitudes and interest) and the dependent variable (preservation of the Hombo Batu tradition), as well as the relationship between attitudes and interest themselves. The data analysis revealed positive correlations ranging from moderate to strong among the variables.

Specifically, the Pearson correlation results indicate that:

- 1) Attitudes and preservation of the Hombo Batu tradition: $r = 0.62$, $p < 0.05$
- 2) Interest and preservation of the Hombo Batu tradition: $r = 0.57$, $p < 0.05$
- 3) Attitudes and interest: $r = 0.54$, $p < 0.05$

These findings suggest that the more positive students' attitudes toward the Hombo Batu tradition, the greater their involvement in preservation activities. Similarly, higher levels of interest are associated with an increased likelihood of active participation in cultural preservation initiatives. The correlation between attitudes and interest also demonstrates a moderately strong positive relationship, indicating that students with positive attitudes tend to exhibit higher interest in local cultural traditions.

These results are consistent with Lee & Kim (2022), who highlighted that positive attitudes toward cultural heritage are a significant predictor of youth engagement in local cultural preservation. The Pearson correlation findings also support the study by Chang & Park (2023), which found significant correlations between attitudes, interest, and participatory behaviors in cultural activities. In other words, the interaction between attitudes and interest forms a psychological foundation that

motivates students to take concrete actions in preserving local culture, such as attending festivals, learning about the history of traditions, and disseminating cultural knowledge within their communities.

The results of this Pearson correlation test underscore the importance of cultural education programs that emphasize the development of positive attitudes and student interest. By fostering a strong affective foundation, schools and local communities can enhance active participation among youth in cultural preservation, which in turn supports the sustainability of local traditions. This aligns with cultural participation theory, which asserts that internal motivation, in the form of attitudes and interest, is a primary determinant of an individual's contribution to cultural preservation (Smith & Brown, 2022).

4. Multiple Linear Regression Analysis

To examine the simultaneous contribution of attitudes and interest to the preservation of the Hombo Batu tradition, this study employed multiple linear regression analysis. This method allows researchers to assess the relative influence of each independent variable (attitudes and interest) on the dependent variable (tradition preservation), while also estimating the extent to which variation in cultural preservation can be explained by both variables together.

The analysis results indicate that the regression coefficient for attitudes (X_1) is 0.45 ($p < 0.05$), while the regression coefficient for interest (X_2) is 0.37 ($p < 0.05$). The coefficient of determination, R^2 , is 0.56. These findings suggest that 56% of the variance in the preservation of the Hombo Batu tradition can be explained collectively by students' attitudes and interest, whereas the remaining 44% is influenced by other factors, such as family support, social environment, direct



exposure to cultural experiences, and school policies related to cultural education.

The regression coefficients indicate that students' attitudes contribute more substantially than interest. This means that positive evaluations of the tradition—including appreciation for the historical, social, and aesthetic values of Hombo Batu—serve as the primary predictor of students' engagement in cultural preservation. This finding aligns with Santoso & Widjaya (2022), who assert that positive attitudes play a dominant role over interest alone in determining the active participation of youth in cultural activities. Similarly, Nguyen et al. (2024) argue that while interest is important, actual student involvement in cultural preservation is most strongly influenced by pre-formed attitudes, as attitudes reflect the internalization of values and beliefs regarding the importance of sustaining cultural heritage.

An R^2 value of 0.56 suggests that the multiple linear regression model is sufficiently adequate to explain the observed phenomenon. This indicates that the combination of attitudes and interest serves as a significant predictor of cultural preservation behavior and is consistent with standards in educational and socio-cultural research, where R^2 values between 0.50–0.70 are considered representative for predictive models (Li & Wong, 2024). In other words, although external factors still influence cultural preservation, internal psychological factors attitudes and interest form the primary foundation for student engagement.

Practically, these findings emphasize the importance of cultural education programs that prioritize the development of positive attitudes. Attitudes can be strengthened through learning local history, direct experiences in cultural activities, and reflective discussions about the meaning of traditions. Additionally, fostering interest

through extracurricular activities, cultural festivals, and community involvement can further enhance participation, although its effect is relatively smaller compared to attitudes. By implementing this combination of strategies, schools can create an environment that sustainably supports cultural preservation, particularly among youth as the inheritors of local traditions.

The results of this multiple linear regression analysis reinforce the previous correlation test findings, showing a significant positive relationship between attitudes, interest, and the preservation of the Hombo Batu tradition. With this understanding, educational policies and community cultural programs can focus more on strengthening students' positive attitudes while simultaneously encouraging their interest, thereby promoting more effective cultural preservation.

Discussion

The results of this study indicate that students at SMA Negeri 1 Teluk Dalam exhibit positive attitudes and high levels of interest toward the Hombo Batu tradition, as well as significant engagement in its preservation. These findings are consistent with the cultural participation theory proposed by Smith & Brown (2022), which posits that positive attitudes and interest are crucial psychological factors that drive active individual involvement in cultural preservation. Students' attitudes and interests form intrinsic motivation, enabling them not only to understand the tradition but also to actively participate in maintaining the continuity of local culture.

The multiple linear regression analysis further revealed that students' attitudes contribute more substantially to the preservation of the tradition than interest, with regression coefficients of 0.45 for attitude and 0.37 for interest, and an R^2 value of 0.56. These findings underscore that



positive student attitudes toward the historical, social, and aesthetic values of Hombo Batu serve as the primary predictor of their engagement in cultural preservation. Positive evaluations of the tradition reflect the internalization of cultural values and an awareness of the importance of heritage for local identity, which in turn motivates students to participate in cultural activities, such as Hombo Batu festivals, traditional ceremonies, and tradition-based educational programs.

This is in line with the study by Chang & Park (2023), which found that positive attitudes toward cultural heritage are a strong indicator of youth involvement in preservation efforts. In essence, fostering positive attitudes among students is fundamental for promoting active participation in cultural sustainability initiatives.

Meanwhile, students' interest, although contributing slightly less than attitude, remains an important factor. High levels of interest encourage students to actively participate in various cultural activities, festivals, and tradition-based learning programs. Nguyen et al. (2024) assert that strong interest in local culture not only enhances learning experiences but also develops social skills and collaborative abilities, which indirectly support cultural preservation. Interest also facilitates students' emotional engagement, motivating them to understand the values of the tradition and share them with peers and the broader community.

The findings of this study underscore the importance of value-based cultural education in schools. Schools function as cultural socialization agents, not only delivering historical and cultural knowledge but also strengthening positive attitudes and fostering students' interest in local traditions. Lee & Park (2024) emphasize that a school

environment supportive of cultural preservation through curriculum, extracurricular activities, and direct cultural experiences can enhance student engagement and ensure the continuity of traditions. Accordingly, formal education plays a strategic role in shaping a generation that is aware of and committed to cultural heritage.

Practically, the results suggest that programs for preserving the Hombo Batu tradition should consider the psychological dimensions of students, namely attitude and interest. Effective strategies include integrating cultural content into the school curriculum, hands-on activities such as visits to cultural sites, participation in traditional festivals, and extracurricular programs that actively involve students. This approach not only increases students' knowledge of the tradition but also fosters emotional attachment, encouraging active participation. These findings align with Santoso & Widjaya (2022), who stress that educational interventions targeting students' attitudes and interests can enhance youth engagement in cultural heritage preservation.

Academically, this study strengthens recent literature highlighting the significant relationship between attitude, interest, and cultural preservation, particularly among young people. The regression model identified may serve as a foundation for further research exploring other factors influencing cultural preservation, such as family support, local community involvement, social media, and direct cultural experiences (Li & Wong, 2024). Future studies may adopt a mixed-methods approach, combining quantitative and qualitative techniques, to understand how the interaction between internal (psychological) and external (environmental) factors shapes preservation behaviors.



Overall, the findings indicate that the preservation of the Hombo Batu tradition among SMA Negeri 1 Teluk Dalam students is significantly influenced by attitude and interest. The study demonstrates that culture-based educational interventions hold considerable potential for maintaining local heritage in the modern era. Furthermore, it provides empirical evidence that cultural preservation strategies depend not only on external activities but also on building students' psychological foundations. By focusing on strengthening positive attitudes and interest in traditions, schools and communities can cultivate a generation committed to preserving cultural values and ensuring the continuity of the Hombo Batu tradition for future generations.

Thus, this study makes a significant contribution to both the theory and practice of cultural preservation and serves as a reference for developing more effective and sustainable culture-based educational programs.

D. Conclusion

Based on the findings of the study on the preservation of the Hombo Batu tradition in relation to the attitudes and interests of SMA Negeri 1 Teluk Dalam students, several key conclusions can be drawn. First, students' attitudes toward the Hombo Batu tradition are generally positive, as evidenced by the majority of respondents expressing favorable evaluations of the historical, social, and aesthetic values of the tradition. This positive attitude serves as the primary predictor of students' involvement in cultural preservation, consistent with the findings of Chang & Park (2023) and Santoso & Widjaya (2022), which emphasize that the internalization of cultural values plays a dominant role in motivating active participation among youth.

Second, students' interest in the Hombo Batu tradition is also high, with many

expressing a willingness to engage in cultural activities, festivals, and tradition-based learning programs. High interest reinforces student involvement and provides an emotional drive to study and preserve cultural heritage, as highlighted by Nguyen et al. (2024). Although the contribution of interest to preservation is slightly lower than that of attitude, its role remains significant in promoting tangible student participation.

Third, the results of the multiple linear regression analysis indicate that the combination of attitude and interest can explain 56% of the variation in the preservation of the Hombo Batu tradition, while the remaining 44% is influenced by external factors, such as family support, social environment, and direct cultural experiences. These findings suggest that a culture-based educational approach that emphasizes strengthening students' positive attitudes and interests can serve as an effective strategy for enhancing youth engagement in the preservation of local traditions (Li & Wong, 2024).

Based on these conclusions, several recommendations can be proposed. First, schools need to integrate culture-based education grounded in local values into the curriculum, for instance through local history courses, direct cultural practices, and reflective discussions on the meaning of traditions. This strategy not only enhances students' knowledge but also establishes a foundation of positive attitudes and interest toward local traditions. Lee & Park (2024) emphasize that a school environment supportive of cultural preservation can increase student engagement and ensure the sustainability of traditions.

Second, schools and community organizations can develop extracurricular programs that actively involve students, such as cultural festivals, traditional arts performances, or Hombo Batu



documentation projects. These activities not only strengthen students' interest but also provide hands-on experiences that enhance social skills, creativity, and appreciation for local culture (Nguyen et al., 2024).

Third, further research is recommended to explore other external factors influencing cultural preservation, including the roles of family, social media, and local communities, as well as employing a mixed-methods approach combining quantitative and qualitative strategies to understand the complex interaction between internal and external factors.

Overall, this study confirms that the preservation of the Hombo Batu tradition is significantly influenced by students' attitudes and interests, and that culture-based educational interventions can serve as a strategic tool for safeguarding local cultural heritage in the modern era. By strengthening attitudes and interests, young people can become the primary agents of cultural preservation, ensuring the continuity of the Hombo Batu tradition for future generations.

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