

TRADITIONAL WATER RELAY GAMES TO DEVELOP EARLY CHILDHOOD SOCIAL- EMOTIONAL BEHAVIOUR

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Abstract. Traditional games are products of Indonesian wealth that have many benefits. The benefits felt in the game include making children's growth and development mentally strong both physically and mentally social emotionally. Traditional games that provide many benefits include traditional water relay games where children will be happy when playing the game. Traditional water relay games lead to children's social emotional development because it involves many people. The purpose of this study is to solve the problem of how traditional water relay games to develop early childhood social-emotional. This research uses the library reassert research method, which is to find information from various references such as books, journal articles and types of literature. The results of research from traditional water relay games to develop the social-emotional of early childhood include: children are able to have social-emotional intelligence, children have a sense of responsibility and children have self-confidence (have a high leadership spirit since childhood).

Keywords: Traditional Games, Water Relay, and Early Childhood

INTRODUCTION

Traditional games are a product of cultural wealth owned by several regions in Indonesia. Traditional games have many functions and benefits for children's growth and development and can make children grow strong mentally, physically, socially and emotionally, and also children can grow strong mentally, physically, socially and emotionally explore and experiment (Astika 2021). The word play itself in the Big Indonesian Dictionary is doing something for fun, in another book it is also stated that play is an activity or activity carried out by children happily and happily.

The activities of children when running, shouting loudly, throwing the ball and catching the ball and climbing stairs with enthusiasm. All of these show activities and activities carried out by children with a sense of pleasure, because if not happy why would children want to do so? When we invite children to do something that children think is not fun, children will certainly not want to do it, and children answer, "No, ah. Not fun! But on the contrary, if we invite children to do an activity that is fun, children will definitely shout "fun! I want to!" (Harwany 2020).

According to the Child Development Laboratory Policy Committee, optimising children's growth and development to be achieved through play in detail includes several play activities including in play activities there is always trust, responsibility, and concern for others so that children who like to play will have an attitude of trust responsibility and other concerns. In play activities, it will always provide an understanding and management of information about the physical and social environment around children very well (Heru Kurniawan 2020).

In reality, children are very fond of the world of play. They always give their full expression without thinking about what will happen after they play. Play can also help children learn about themselves, who they live with, and where they live. This is very important, because with the play of children many elements that develop in children are often called the golden age. this is in line with the opinion of experts, namely Jean Piaget that playing can lead to creativity, playing creativity itself can occur in children at the stage of the child's development. Preoperational which takes place in early childhood between 2-7 years old in this picture the child has a soul and is able to recognise himself (Sujiono 2010).

The problem arises with the existence of several facts including, the orientation of children's growth and development is hampered, children are less active when learning, children prefer to be

introverted individuals and children cannot be trained in social emotional development. Why does this happen? This is due to the lack of association of children which makes it difficult for children to communicate and socialise. Based on this exposure, the author tries to research from several studies that have been reviewed including. First, the function of traditional games is to shape the character of early childhood (Oki Witasari 2020). Second, traditional games based on local wisdom are the main means that are very important for the development of child psychology where children are generally trained physically and mentally, children are stimulated by creativity, agility, leadership spirit, intelligence, and breadth of insight through traditional games (DwiAstika 2021). Third, early childhood games carried out out door with the theme of water relay are able to improve children's socio-emotional abilities which can be seen based on the results of observations made through field observation methods and data analysis techniques using quantitative methods (Dewi 24-25 February 2018). From this description, this is where the author became interested in conducting research with the title "Traditional Water Estafet Games to Develop Early Childhood Social Emotional". By focusing on (1) water relay games can process children's intelligence (2) the impact of water relay games can manage children's leadership spirit and (3) relay games train children's responsibility.

RESEARCH METHOD

In this type of research the author uses qualitative research. Qualitative research is an approach in conducting research to reveal an apparent problem (Yusuf M: 2002). In this research the author uses the type of library research (Liblary Research), which combines information supported by data and objects. material from various sources such as journals or articles, books, people's research results and other records (Milyasari, 2022). The reason the author uses this type of qualitative research is to achieve precise and accurate data (Hasbiansyah, 2008). This research uses documentation data collection techniques. The documentation collection technique is a way of collecting data through various written sources, which can be in the form of images, photos, writings, books and even the work of someone who is immortalised by writing (Mardawani, 2018).

This research focuses on "Traditional Water Estafet Games to Develop Social Emotional of Early Childhood". To perfect this research, the author collects data through reading and trying to understand the essence of various books and journals and notes by paraphrasing and then pouring the essence of the editorial words expressed in the context of reading (Milyasari, 2022). Data analysis is an activity that is carried out in an orderly manner (continue) as it goes (Lutfiyah, 2017) The data analysis used by the author uses conten analysis of the traditional water relay game, namely analysing by identifying it in detail.

RESULT AND ANALYSIS

Social emotional development is two words that cannot be separated because they are interrelated which aims to take care of yourself, be able to socialise and be able to control emotions. Socio-emotional development can be interpreted as a stage of child development by optimising the child's orientation period with various things such as introducing about oneself, introducing the environment, which will later build concepts in the child (Aulina Fitria January 2022).

There are three aspects found in traditional water relay games to develop early childhood social-emotional behaviour. First, it introduces the values of co- operation or m u t u a l cooperation. The values of mutual cooperation that contained in this water relay game is very easy for children to understand. For example, in this game there is one referee to regulate the course of the game, the referee gives directions so that the child is able to fill the empty bucket then the children take the initiative to fill how to make the empty bucket full of water, the children make a line backwards (sitting position) then after the child arranges the line the child starts the game after instructions from the referee. When children are allowed to move their hands by holding aqua glasses (carrying aqua glasses filled with water) from one child to another through the back lane, that is where children are

taught about the values of mutual cooperation. This is an example of simple mutual cooperation during the game (Carolus Borromeus Mulyanto 2022).

Second, honing children's emotional intelligence. children's emotional intelligence is a power so that children are able to motivate themselves so that they can survive through the process of enjoying life by restraining and regulating the soul so that the mood can be directed and have a strong sense of empathy (Susilowati 2018). From this water relay game, children are taught to have a strong sense of empathy because in this game children are indirectly taught how to regulate the soul. For example, how to make the empty bucket filled with water at the very beginning of the line? This shows that children will always use strategies and the physical discussion begins children must prepare high emotional control in order to achieve a goal. In order for the child to achieve the goal (empty bucket filled with water), the child must follow the signal from the referee, this is in line with the motto of intelligence where children can think abstractly and calculate and consider the ongoing situation (Purwanto 2010).

Third, children are able to have self-awareness of responsibility. Responsibility according to Kurniasih and Sani (2014: 69) is a matter that can be carried out happily and well, always keeping promises, being honest and being able to return borrowed items when borrowing (Ratnasari 2017). In this game, children are taught responsibility starting from How do children adjust their sitting position, how do children adjust their hand position and can direct the movement of their hands backwards from one hand to the other? It is from these traditional games that children have begun to be taught a sense of responsibility for themselves and responsibility for their friends.

CONCLUSION

Traditional games are very important for everyone, especially for early childhood. One of these games is the water relay game which is a game with many benefits. The benefits can be experienced by players, among others: children can cultivate socio-emotional intelligence, children can work well together through relaying so that indirectly children are taught mutual cooperation and children are taught to have a sense of responsibility to solve problems.

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