

DEVELOPMENT OF SOCIAL-EMOTIONAL INTELLIGENCE IN EARLY CHILDHOOD THROUGH THE GOBAK SODOR GAME

1st Fitria Cipta Hadi Tunggal Dewi¹
{ fitria.backupdata@gmail.com¹ }

Universitas Islam Negeri Prof. K.H. Saifuddin Zuhri Purwokerto

Abstract. Children often have difficulty understanding the feelings of themselves and others. Social-emotional intelligence is an important aspect of child development that involves understanding and managing emotions, the ability to empathize, and social skills. This research aims to determine the development of social-emotional intelligence in early childhood through the game gobak sodor. In this research, the author used library *research research*), namely previous research related to the development of social-emotional intelligence in early childhood through the game gobak sodor. In research on the development of social-emotional intelligence in early childhood through the game gobak sodor using data analysis techniques in the form of descriptive methods. The research results show that social-emotional intelligence in early childhood can be developed through playing gobak sodor, including emotional understanding, conflict management and empathy skills. These results support the importance of play in children's education, especially in the context of developing social-emotional aspects of early childhood. Further studies and further research are needed to explore the detailed mechanisms and development of social-emotional intelligence in early childhood through the game of gobak sodor.

Keywords: games, gobak sodor, social-emotional early childhood

INTRODUCTION

Minister of National Education Regulation No. 137 of 2014 regulates that the social emotional development of children aged 4 to 5 years develops as expected if the child understands rules and discipline; have an independent attitude in choosing activities; willing to share, willing to help, and willing to help his friends; children show enthusiasm for active participation in competitive games and have empathy for friends.

(Omeroglu, 2015) Early childhood children really need to have social behavior skills because by having good social behavior they will easily adapt to new environments. Omeroglu said a child is raised to behave according to social expectations, based on his social development. In childhood, children's social development forms the future social foundation for their social behavior.

Social intelligence and emotional on period childhood is important for a child's personal development . Social intelligence determines a child's internal abilities develop self -image and controlling one's emotions so that capable adapt with the surrounding environment so that they can be accepted and respected.

(Rozana & pillows, 2020) Playing for children is a reflection of liberation of the soul and attachment to adult rules. When playing, children can express various stories of the heart, joy of the soul and joy as well as grasp the meaning of interactions with their peers. So that indirectly children can play and learn to socialize, socialize, adapt to the environment, control feelings as a process of self-development and develop the child's character.

Traditional games have noble values and certain moral messages such as the values of togetherness, honesty, responsibility, open-mindedness if you lose in a game, mutual cooperation, encouragement of achievement, and obedience to the rules. Based on the description above, developing aspects of early childhood can be done through traditional games, one of which is the social-emotional intelligence of early childhood which can be developed by playing gobak sodor.

The game of gobak sodor or salted galah is one of the traditional games in Indonesia. (Supriyono, 2018) This game has two syllables. Gobak means moving, while sodor means spear. The gobak sodor game can be played by two teams, with each team consisting of several members. In the gobak sodor game, there is a team that will prevent the opposing team from reaching the finish line.

The gobak sodor game has an important role in developing social-emotional intelligence in early childhood. (Hasanah and Hardiyanti 2017) The game gobak sodor teaches children to be honest. Sometimes there are children who do not admit that they have been touched by the opposing team, and the opposite team may also say that they have touched a child from the opposing team even though they have not. (Mulyani, 2013) Lessons can be learned from the game gobak sodor, namely that children learn compact cooperation between one player and another. There is no need to despair, if one door is closed, there are still many others.

Based on the results of Ifa Aristia Sandra Ekayati's research conducted in 2015, the game gobak sodor has an effect on intrapersonal intelligence and interpersonal intelligence. The traditional game gobak sodor influences children's intrapersonal intelligence. According to Nofia, as quoted by researchers, children who have good intrapersonal intelligence understand themselves, have good focus and concentration, know their strengths and weaknesses, are intuitive, good at processing emotions and metacognition techniques. Apart from that, according to Amin as quoted by researchers, the components of intrapersonal intelligence include explaining reasoning and ways of thinking, reflecting, and concentrating thoughts. The traditional game gobak sodor influences children's interpersonal intelligence. Children who have good interpersonal skills tend to understand other people well, can mediate problems, understand and recognize prejudice, like cooperative learning strategies and group assignments, provide feedback, and are empathetic.

Furthermore, based on the results of research by Theresia Desi, Kartini, Indria Susilawati conducted in 2022, the game gobak sodor can develop children's social skills. Children's social skills in the gobak sodor game consist of cooperation, empathy, discipline, rules and sequence of carrying out an activity. Social-emotional development in early childhood is very important, because social-emotional behavior is related to activities in their lives. Social skills are a child's way of interacting, both in terms of behavior and in terms of communicating with other people. Most children find it difficult to interact with friends, teachers and people they have just met. The lack of mastery of social skills in children will affect the teaching and learning process and the climate in a class (*psychological atmosphere*).

From the results of the research that the author mentioned above, the author researched that there is an influence of the game gobak sodor on social-emotional intelligence in early childhood. In the gobak sodor game, children learn to control their emotions, such as disappointment or frustration when they are caught or fail to catch an opposing player. Children must also have empathy for the feelings of other players, such as comforting eliminated players.

RESEARCH METHOD

(Hadi, 2002) In this study the author reviews previous research related to the development of social-emotional intelligence in early childhood through the game gobak sodor. In this research the author read, reviewed and analyzed various existing literature, in the form of previous journals related to the development of social-emotional intelligence in early childhood through the game gobak sodor.

Research on the development of social-emotional intelligence in early childhood through the game gobak sodor was carried out by collecting data from relevant previous research sources. In collecting data, there is no need to go into the field to see the facts directly. So data collection was determined by reading and reviewing the results of previous research that were relevant to the development of social-emotional intelligence in early childhood through the game gobak sodor (Sumanto, 2014). In research on the development of social-emotional intelligence in early childhood through the game gobak sodor, data analysis techniques are used in the form of descriptive methods, namely trying to describe and interpret related research according to what exists, what opinions are growing, what processes are ongoing, a result or effect that occurs or a developing trend.

RESULT AND ANALYSIS

The results of research on the development of social-emotional intelligence in early childhood through the game gobak sodor are presented by describing related research. The author found in the first and second studies that the social-emotional intelligence of early childhood can be developed through the game gobak sodor. In the first study, the game gobak sodor was able to attract children's interest in learning and playing activities. Apart from that, the gobak sodor game also makes children able to understand themselves, have good focus and concentration, children are also able to understand other people well, are able to mediate problems well, understand and recognize prejudice, like cooperative learning strategies and group assignments, provide feedback, and empathy so that when playing gobak sodor we will be able to work together well.

In the second study, measures were taken to determine the differences in children's social-emotional intelligence before and after playing the gobak sodor game with children. In this research, the researcher carried out two cycles of action. The results found that the gobak sodor game was able to have a positive impact on children's social-emotional, namely children were willing to lend their belongings, children were willing to share with their friends, and children were willing to give each other help to friends who were having difficulties. Even though the gobak sodor game initially focuses more on physical and sporting aspects, it can actually also help in developing several aspects of social emotional development in early childhood. The author found several aspects that can be developed through the gobak sodor game, including: 2.1 the ability to empathize; 2.2 ability to manage emotions; 2.3 communication skills; and 2.4 social skills.

2.1 Early childhood's ability to empathize through the game gobak sodor

The word empathy means that someone tries to understand another person's situation as he understands it and tries to convey that understanding to him (Budiningsih, 2004). Empathy can be achieved through an attitude of helping others, selflessness, and an attitude of being able to read other people's messages, whether expressed directly in words or not (Mubayidh, 2007).

Empathy is the ability to understand other people's feelings and concerns, as well as the emotions that awaken a child's conscience when they see someone else's suffering (Borba, 2008). Empathy is the ability to recognize, understand and feel other people's emotions through verbal expressions and actions, as well as communicating this understanding to others (Budiningsih, 2004). Empathy is an emotional response when someone feels they are experiencing someone else's emotions and is able to share their emotions with others (Knight, 1989).

The gobak sodor game can be an effective tool for developing empathy skills in young children. Empathy is the ability to understand and feel another person's feelings, and respond in a supportive way. Children can learn to feel other people's emotions, such as happy, sad, or angry, when playing with their friends. They can also learn to share their own feelings with others.

Children can learn to recognize their friends' facial expressions during the game. They can tell whether their friends are happy, anxious, or disappointed based on their facial reactions. Through interactions in play, children can identify other people's feelings, especially when they are trying to avoid or catch their friends. This helps build their understanding of other people's feelings. When playing gobak sodor, children need to collaborate with their team. This allows them to plan tactics taking into account the feelings and reactions of their friends.

gobak sodor involves a lot of non-verbal communication, such as body movements, eye gaze, and facial expressions. Children can hone these skills to read and respond to other people's emotions. When playing as a hunter or hiding, children can feel the opponent's perspective and feelings. This helps them to understand the situation from another person's perspective. When their friends experience challenges or failures in games, children can provide emotional support. This can create stronger social bonds between them. Children can show concern for their friends, especially when there are stressful or tense situations in play. This creates a positive and supportive environment.

The experience of playing together in gobak sodor provides an opportunity for children to learn from each other. They can share stories, experiences and emotions that arise during the game. Playing gobak sodor can help children build strong social relationships. They can experience the joy of victory together and learn to overcome disappointment together. This game involves collaboration and cooperation between teams. Children learn how to cooperate with others to achieve common goals.

Encouraging reflection after play and asking questions that encourage children to talk about their feelings and the feelings of others can strengthen the development of empathy skills. Gobak sodor, with its group game characteristics, can be a fun and useful means of developing empathy skills in young children.

2.2 The ability to manage emotions in early childhood through the game gobak sodor

The game gobak sodor can help young children develop the ability to manage emotions. The ability to manage emotions is an integral part of children's emotional and social intelligence, and games such as gobak sodor can provide experiences that support the development of these skills.

The game gobak sodor can facilitate children to manage their emotions. Children can learn to recognize and regulate emotions such as disappointment, dissatisfaction, or frustration when they cannot achieve goals in the game. Children with the ability to manage emotions will have an attitude of never giving up when they lose when playing. They can also learn to remain calm and patient when facing challenges or defeat in the game. Children will not get angry easily and blame themselves or others for their disappointment. With the game gobak sodor, children are trained to be able to act sportsmanship regarding whatever results they achieve.

Through the game gobak sodor, children can experience the feelings of victory and defeat. They learn to respond positively when they win and manage disappointment or frustration when they lose. Gobak sodor provides an opportunity for children to express their emotions in a healthy way. They may show excitement, anxiety, or disappointment verbally or through facial expressions and body movements.

The game of gobak sodor involves an element of challenge, and children may experience frustration when faced with obstacles. This can be an opportunity for them to learn how to overcome frustration and stay focused on the goal of the game. Gobak sodor can help children develop emotional resilience as they learn to face potentially challenging situations with a positive attitude. This creates opportunities for them to grow and learn from the experience.

Children can manage their emotions through reflection on shared experiences in play. Talking about their feelings and listening to their friends' experiences can help them understand various emotional aspects. Gobak sodor involves a lot of social interaction. Children learn to communicate, cooperate, and compete healthily, all of which require emotional management.

Children can develop self-awareness about their feelings and emotional reactions during play. This is the first step in managing emotions more effectively. Gobak sodor helps children understand that victory and failure are part of life's experience. They learn to accept results gracefully and to stay positive.

Children can hone self-control skills when playing gobak sodor, especially when they have to restrain themselves from the urge to run or overreact to game situations. When faced with situations that may be challenging, children can develop positive coping strategies to deal with their emotions. This may include taking a deep breath or seeking support from their friends.

It is important to create an environment that supports reflection after play, by opening up space to talk about children's feelings and experiences. Teachers or adults can provide guidance and support in identifying and managing emotions. Thus, the game of gobak sodor is not only a source of joy but can also contribute to the development of emotional skills in early childhood.

2.3 Early childhood communication skills through the game gobak sodor

Apart from that, the game gobak sodor can also help children improve their communication skills. They can learn to communicate clearly and effectively with their friends while playing. They can also learn to listen well and respect other people's opinions.

Children can learn to communicate verbally when playing gobak sodor. They may need to plan strategies together or give instructions to each other. In this game, children will learn to understand their respective roles and responsibilities. They need to communicate to determine who will be the hunter and who will hide.

Gobak sodor encourages children to work together as a team. They must communicate with fellow team members to achieve a common goal, for example, capturing all members of the opposing team. Children can learn to communicate as they plan and adapt strategies during play. They can provide instructions or ideas to improve their team's chances.

Sometimes, games can create situations where there is conflict or disagreement between children. This provides an opportunity for them to develop communication skills in resolving conflicts and finding solutions together. Children can hone leadership skills when they take the initiative in games or provide direction to their team members. They can also learn to take responsibility for the decisions they make. Through this game, children can express their emotions in a healthy way. They may enthusiastically plan tactics or celebrate their team's successes.

Children learn to speak, listen, and interact with their friends during the game. Children can understand the importance of accepting ideas or contributions from their friends. This helps in developing an open attitude towards different points of view. Additionally, children can use their body language and facial expressions to communicate with team members or opponents. This can involve hand signals, gestures, or emotional expressions.

2.4 Early childhood social skills through the game gobak sodor

The gobak sodor game can make a positive contribution to the development of social skills in early childhood. Social skills cover various aspects, including the ability to interact with other people, communicate, work together in groups, and understand social norms.

The game gobak sodor can also strengthen children's social ties with their friends. Children can learn to work together, support each other, share, help each other, and respect their friends. They can also learn to develop a sense of responsibility and confidence in performing their tasks in the game.

Gobak sodor is a group game, and through interaction with peers, children can develop social interaction skills. They learn to speak, listen, and communicate with others. This game encourages children to work together as a team. They need to plan strategies together, communicate, and support each other to achieve the goals of the game.

Gobak sodor involves certain rules that must be followed. Children learn to understand and follow the rules of the game, which can also stimulate the development of their understanding of social norms. Through this play, children can develop empathy skills as they try to understand the feelings and perspectives of their friends. For example, they can sense a friend's excitement or disappointment as the game progresses.

Gobak sodor requires communication between team members. Children learn to give instructions, tell their friends about plans, and convey their feelings during play. Through interactions with peers, children can develop their social skills. This includes skills such as recognizing facial expressions, being friendly, and responding appropriately to social situations.

Gobak sodor raises children's social awareness about the whereabouts and activities of their friends. They learn to understand the roles and actions of others in the context of play. Children can hone self-control skills while playing gobak sodor. They need to refrain from impulsive actions and adapt their behavior according to the team's needs. Group games such as gobak sodor can create conflict situations. Children learn to resolve conflict in a healthy way, whether through negotiation, compromise, or solving problems together.

Through their contributions to the game, children can develop their self-confidence. A sense of accomplishment and appreciation from peers can increase their self-confidence. Gobak sodor can also help children accept differences in the abilities and characteristics of their friends. This helps shape inclusive and tolerant attitudes.

Through the shared experience of playing gobak sodor, children can form positive social relationships, hone interpersonal skills, and build a foundation for more complex social abilities in the future. It is important to provide time for reflection and discussion after play to strengthen children's social learning. Thus, the game gobak sodor can be an effective method in developing social-emotional intelligence in early childhood. It is important for parents and educators to facilitate children in playing well so that they can get full benefits from the game.

CONCLUSION

Based on the results of research on the influence of the gobak sodor game on the social-emotional intelligence of early childhood, it can be concluded that the gobak sodor game has an influence on the social-emotional development of early childhood. In the gobak sodor game, children learn to control their emotions, understand their own feelings, understand the feelings of others, work together well, interact well, and are able to empathize with fellow friends.

References

- [1] Ekayati, IAS : The influence of the traditional game "gobag sodor" on intrapersonal and interpersonal intelligence in early childhood . Vol. 2, pp. 2-8. DIDAKTIKA Scientific Journal (2015)
- [2] Hadi, S. Research Methodology . pp. 10-11 (2002)
- [3] Hasanah , NI&Pratiwi, H. Child development through traditional games (2017)
- [4] Mulyani , S. Traditional games for Indonesian children (2013)
- [5] Omeroglu , E .: Determination and interpretation of the norm values of preschool social skills rating scale teacher form . Vol. 15, pp. 981-996. Education Sciences Theory&Practice (2015)
- [6] Rozana, S. & Bantali, A. Stimulation of early childhood development through the traditional game of engklek (2020)
- [7] Sumanto, S. Theory and research methods (2014)
- [8] Supriyono, A. The excitement of traditional children's games in ancient times (2018)