

Traditional Game for the Development of Emotional Intelligence

Uup Abdul Raup, Nandang Budiman, Abin Syamsuddin

Universitas Pendidikan Indonesia
uupabdulraup84@gmail.com

Abstract

Children in solving various problems are strongly influenced by the emotional intelligence that is on him. Through the development of emotional intelligence will help children to find solutions to the problems of daily life. Children's emotional intelligence can be trained from an early age, which is one way through playing. Playing is a necessity in the daily life of a child. However, the phenomenon of playing children today is very different from previous children. Today's children often play modern games that are identical to technology such as video games and gadgets. They are quite happy with the gadget beside it. Therefore, it is necessary to develop emotional intelligence through traditional games. The purpose of developing emotional intelligence with traditional games can provide different alternatives in children's lives so that children have aspects of emotional intelligence, including the ability to recognize emotions themselves, manage emotions, motivate themselves, recognize the emotions of others and build relationships with others. This article is part of the thesis research in the postgraduate education psychology program at the Indonesian education university.

Keywords: emotional intelligence, development of emotional intelligence, traditional games

1. INTRODUCTION

Children are the next generation of the nation that must be considered both physically, mentally and intellectually. The success of a child's life is not only determined by intellectual intelligence (Intelligence Quotient), but of course emotional intelligence (Emotional Intelligence) and social intelligence (Social Intelligence). Goleman (1995) states that 80% of the causes of children's success are contributed by emotional intelligence and social intelligence. Children who have high emotional intelligence tend to be more confident, feel happier, popular and successful at school.

Emotional intelligence needs to be developed in a child because it affects the emotional reactions and actions of children in their lives. Emotional reactions can be experienced by every individual, including elementary school age children. Elementary School Age is an individual stage that has a distinctive nature, one of which is to praise yourself and compare yourself with other children, this is what can lead to a tendency to belittle other children and can also affect the level of emotional intelligence in the child.

Traditional games can provide different alternatives in a child's life. Dharmamulya (Ariani, 1998, p. 2) states that there are several values contained in traditional games that can be instilled in children, among others, feeling happy, feeling free, feeling friends, feeling of democracy, full of responsibility, feeling obedient and feeling of mutual help all of them are very good values and useful in community life.

The implementation of traditional games by children can accelerate the internalization of positive values in the child's soul. As Gottman (2001) argues that shows how children play for emotional mastery in their real life. Children are able to calm themselves, then rise again from moodiness and continue positive activities. Through traditional game activities the number of negative feelings becomes reduced and avoids behavioral problems and acts of violence. Based on this background, this study will describe the development of emotional intelligence through traditional games based on literature and the study of theoretical studies of relevant experts.

2. LITERATURE REVIEW

2.1 Emotional Intelligence

2.1.1 Definition of Emotional Intelligence

Emotional intelligence is the ability to motivate yourself and survive facing frustration, controlling impulses and not exaggerating pleasure, regulating moods and keeping the burden of stress from paralyzing the ability to think, empathize and pray (Goleman, 2005). Another theory was put forward by Steven Stein and Howard Book (2002), that emotional intelligence is the ability to recognize feelings, gain and evoke feelings to help the mind, understand their feelings

and meanings, and control feelings deeply so as to help develop emotional and intellectual.

Emotional intelligence is usually referred to as "street smarts", or special abilities called "common sense", related to the ability to read the political and social environment and rearrange it, the ability to spontaneously understand what others want and need, advantages and disadvantages they are, the ability to be unaffected by pressure, and the ability to be a pleasant person whose presence is coveted by others (Hamzah, 2012). Emotional intelligence allows a person to decide in what situation he is in and then behave appropriately in it. Emotional intelligence is the ability to recognize emotions of yourself and others, to motivate yourself, and to manage emotions yourself well and in dealing with others (Goleman, 2016).

Based on the explanation above, it can be concluded that emotional intelligence is the ability to manage hearts, minds and actions in dealing with various problems related to human behavior and the surrounding environment.

2.1.2 Aspects of Emotional Intelligence

Goleman (2005) outlines five dimensions of emotional intelligence including skills in each of these dimensions, namely:

- a. **Self-awareness**
Self-awareness is the ability of an individual to know what is felt at one time and use it to guide self-decision making, has a realistic benchmark for self-ability and strong self-confidence. Emotional skills related to this dimension include: emotional awareness, careful self-assessment and self-confidence.
- b. **Self-regulation**
Self-regulation is managing conditions, impulses and self-resources. Emotional skills related to this dimension include; self-control, trustworthy and innovative.
- c. **Self-motivation**
Self-motivation is the drive for emotional tendencies that regulate or make it easy to achieve goals. Emotional skills related to this dimension include; encouragement of achievement, commitment, initiative and optimism.
- d. **Empathy**
Empathy is awareness of the feelings, needs, and interests of others, emotional skills related to this dimension include; understanding others, serving orientation, developing others, utilizing diversity and political awareness.
- e. **Social skills**
Social skills are intelligence in arousing the desired response in others or is an art in dealing with the emotions of others. Emotional skills related to this dimension include; influence, communication, conflict management, and collaboration and cooperation.

2.2 Traditional games

2.2.1 Definition of Traditional Games

Traditional games are games that are passed down from one generation to the next through oral. These games usually only use simple rules that are agreed upon together and use simple tools which are usually objects that are around the children. (Hasanah & Pratiwi, 2016).

Traditional game is a form of game activity that develops from a certain community habit. In subsequent developments traditional games are often used as a type of game that has original regional characteristics and is adapted to local cultural traditions. In its implementation traditional games can include elements of folk games and children's games into them. It is even possible to include activities that contain elements of art such as what is commonly referred to as traditional art (Agustian, 2013).

From some of the explanations above, it can be concluded that traditional games are games that are passed down from one generation to the next through oral which have original regional characteristics and are adapted to local cultural traditions and carried out by two or more face-to-face so that children can interact with playmates and get to know friends in the game.

2.2.2 Benefits of Traditional Games

According to Subagiyo (Novi, 2016) traditional games have several benefits, including the following:

- a. Children become more creative
- b. Can be used as a therapy for children
- c. Develop children's intellectual intelligence
- d. Develop interpersonal emotional intelligence
- e. Develop children's logical intelligence
- f. Developing children's kinesthetic intelligence
- g. Developing children's natural intelligence
- h. Developing children's spatial intelligence
- i. Developing children's musical intelligence
- j. Developing children's spiritual intelligence.

3. DISCUSSION

3.1 Traditional Games That Can Develop Emotional Intelligence

From various types of traditional games that exist in Indonesia, researchers took several types of traditional games that can develop emotional intelligence such as playing *petak umpet*, *bebentengan*, *galah asin*, and *boy-boyan*.

3.1.1 Traditional Game of *Petak Umpet*

Petak umpet is a type of "looking and hiding" game that can be played by at least 2 people who are generally outside space. The ways to play hide and seek include, as follows:

- a. Children first start with *hompimpa* to determine who is "cat" (acting as seeker of friends who are hiding)
- b. In the game, the cat's concentration is split into two. On the one hand he had to find and find his friend in hiding, on the other hand he also had to guard the "fort" so that it was not taken over by friends who were hiding. The cat must have the right strategy.
- c. If the cat finds his friend, he will name his friend while running towards the "fort" headquarters. Same as the children who are found out. If you first touch the fort. then in the next stage he will not guard.
- d. The fun thing is, when the guerrilla cat finds his friends hiding, one of the children (whose status is still the "target of operation" or has not yet been found) can sneak towards the base or fort if he touches it, then all friends who were previously found by the cat were released, aka the cat's hostage was deemed never found, so the cat had to return to counting and repeating the game from the start.
- e. The game is complete after all friends have been found. The first person to be found is the next cat.
- f. There is one more term in this game, which is "fire", what is meant here is if the cat friend who is hiding is caught by the cat who has been found first in hiding.

The benefit of this game is to train children to develop their physical abilities. The way the cat or the player who is the target of the operation must run, compete with speed and strength. In addition, this game can train children to compete intelligence, precision, and foresight. Children are trained to think of finding the right place to hide and how to hide. This game also makes children stronger and agile physically. The child must set a strategy to take over the fort or headquarters, when he has to get out of hiding when cyclists are out of focus, and so on. In addition, it also provides education to children to play sportsmanship, honesty and creativity.

3.1.2 Traditional *Bebentengan* Game

Bebentengan is a game played by two groups, each consisting of four to eight children. Each group chooses a place as a base, usually a pillar, stone or pillar called a "fort". The way to play *bebentengan* is as follows:

- a. Clash games consist of two groups, each group consisting of four to eight players.
- b. *Bentengan* game carried out by guarding the fort in the form of wooden or bamboo pillars, can also use living trees.
- c. Constrained players coming out of the pole are considered to have invaded first. This player when chased by the enemy and touched by the enemy is considered caught. Players who are caught are placed prisoners.
- d. This player can retain his fort when his friend has saved, by touching his hand or part of his body.

- e. The group of players is declared to get value if they can touch the enemy fortress.

The benefits of group games in groups can have the opportunity to develop children's emotional intelligence. This can be seen from the communication and interactions that occur when participating in the game, all children play an active role in the success of the game. Children can learn to respect others and losing-win rules can be an opportunity to develop those aspects. In addition, this game trains the child's ability to work together. Players must be able to work together in guarding the fort, spying on enemies, capturing enemies, and occupying the opposing fort. Players must be able to adjust to the conditions of the group, can empathize with the advantages or disadvantages of friends or opponents.

3.1.3 Game of *Galah Asin*

Galah Asin game is an original traditional game in Indonesia consisting of two groups, with each group consisting of three to five people. The ways to play *galah asin* are as follows:

- a. Before playing, guard lines need to be made with chalk which forms a rectangular field which is then divided into six parts.
- b. The participants are divided into two groups, one group consists of three to five or adjustable to the number of participants.
- c. The group that gets a guard will guard the field, the way that is guarded is a horizontal line and there are also those who guard the vertical boundary line (captain).
- d. Whereas the opposing team must try to pass the line to the last row, then go back again through the guarding of the opponent until it reaches the starting line until untouched by the guard team.

The benefit of the *galah asin* game is to teach togetherness, it can also learn compact cooperation between one guard and another guard so that the opponent does not lose control to get out of the environment. Besides for skilled breakers, there are still many doors that are open when a gap is considered closed. Do not despair if you feel that there is one door guarded. Because there is still another door that is ready to receive arrivals, what is important is to try and act immediately.

3.1.4 Traditional *Boy-Boyan* Game

Boy-boyan is a traditional game originating from West Java Province. Players in this game are usually divided into two groups, each group of five to ten people or according to mutual agreement. The method for *boy-boyan* games can be sorted as follows:

- a. The game starts with a jump, the loser will arrange a critical fraction, who wins as a ball thrower with a distance of three meters or adjusted according to mutual agreement.
- b. One by one the members of the throwing team must throw the broken pieces down.
- c. If it has collapsed, the guards (losers) must chase the throwing party (win), the throwing group must avoid the

throw, also they (winners) must rearrange the critical fragments they have knocked down.

- d. The game is complete if the thrower succeeds in rearranging the critical pieces together, and successfully avoids the throwing of the ball from the guard.

The benefits of this game can train children's intelligence and strategy. How children should think about rearranging the critical pieces, without being hit by a ball from the guard group. and vice versa, a child who is a group of guards, must think of the ball regarding the throwing group. Strategy and teamwork are needed in the game. This game trains children's emotional intelligence, feeling happy and happy, sometimes interspersed with laughing out loud always coloring the game. Like other traditional games, *boy-boyans* also have groups that win and lose. This certainly makes children have to be sporty and can accept if the group loses.

The four traditional games can be applied in schools, especially in elementary schools. Schools can design school culture programs where every break or before entering school students carry out traditional games. Traditional games can also be integrated in sports subjects.

3.2 Traditional Games in Developing Emotional Intelligence

3.2.1 Recognize Your Emotions

The ability to recognize self-emotions, namely the ability of individuals who function to monitor feelings from time to time, looking at the feelings that arise. Inability to look at feelings that actually indicate that people are in emotional power. The ability to recognize yourself includes self-awareness.

Through traditional games children will be more aware of themselves, know which emotions they are feeling, realize the relationship between feelings, thoughts, actions and words, realize about the strengths - strengths and weaknesses - weaknesses and dare to appear with their own beliefs and state the truth. As stated by Subagiyo (Novi, 2016, p. 49) traditional games have several benefits, including being able to develop emotional intelligence between individuals.

3.2.2 Manage Emotions

Managing emotions is the ability to entertain oneself, release anxiety, moodiness or offense and the consequences that arise due to basic emotional skills failures. People who are poor in ability in this skill will continue to take shelter against feelings of gloom, while those who are smart will be able to rise again much faster. The ability to manage emotions includes the ability of self-mastery and the ability to calm back.

Being able to manage emotions means that students are able to manage well feelings of impulsiveness and emotions - emotions that suppress them, act according to ethics that do not embarrass people, look for new ideas and prioritize original solutions to problem solving. When playing with a friend in a traditional game, the child will naturally obey the

rules in the game so that he practices obediently and controls his feelings of impulsiveness and emotion.

3.2.3 Motivate Your Self

Motivating yourself namely the ability to regulate emotions is a tool to achieve goals and is very important to motivate and control yourself. People who have these skills tend to be far more productive and effective in whatever effort they do. This ability is based on the ability to control emotions, namely restraint against satisfaction and controlling impulses. These abilities include: impulse control, positive and optimistic thinking power.

3.2.4 Recognizing the Emotions of Others

This ability is called empathy, namely the ability that depends on emotional self-awareness, this ability is a basic skill in socializing. Empathic people are better able to capture hidden social signals that signal what people need or want by others.

3.2.5 Building Relationships

The art of fostering social relations is a skill for managing emotions in others, including social skills that support popularity, leadership and the success of interpersonal relationships. Social skills are intelligence in arousing the desired response in others or is an art in dealing with the emotions of others. Emotional skills related to this dimension include; influence, communication, conflict management, and collaboration and cooperation.

4. CONCLUSION

Emotional intelligence is the ability to motivate yourself and survive facing frustration, controlling impulses and not exaggerating pleasure, regulating moods and keeping the stress burden from paralyzing the ability to think, empathize and pray. aspects of emotional intelligence consist of five of them are self-awareness, self-regulation, self-motivation, empathy, and social skills.

Traditional games that can increase emotional intelligence include *petak umpet*, *bebentengan*, *galah asin*, and *boy-boyan*. Traditional games provide benefits including 1) Children become more creative; 2) Can be used as a therapy for children; 3) Develop children's intellectual intelligence; 4) Develop emotional intelligence between individuals; 5) Develop children's logical intelligence; 6) Developing children's kinesthetic intelligence, 7) Developing children's natural intelligence, 8) Developing children's spatial intelligence, 9) Developing children's musical intelligence, and 10) Developing children's spiritual intelligence.

By carrying out traditional games it is hoped that it can improve emotional intelligence in aspects 1) recognize one's emotions, 2) manage emotions 3) motivate oneself 4) recognize the emotions of others, and 5) foster relationships.

5. REFERENCES

- Agustian, A. G. (2013). *Secrets of success in building emotional and spiritual intelligence ESQ: Emotional spiritual quotient based on 6 pillars of Faith and 5 pillars of Islam*. Jakarta: ARGA.
- Ariani, C. (1998). *Development of cultural values through folk games of the special region of Yogyakarta*. Yogyakarta: Ministry of Education and Culture, Director General of Culture, Directorate of Traditional History and Value.
- Goleman, D. (1995). *Emotional intelligence: Why it can matter more than IQ*. Batam Book: United State and Canada.
- Goleman, D. (2005). *Emotional intelligence to reach the peak of achievement*. Jakarta: PT Gramedia Putaka Utama.
- Goleman, D. (2016). *Working with emotional intelligence (translation of Alex Kantjono W)*. Jakarta. PT Gramedia Pustaka tama.
- Gottman, J. M. (2001). *Tips for raising children with emotional intelligence*. Jakarta: PT Gramedia Main Library.
- Hasanah, N. I., & Pratiwi. H. (2016). *Child development through traditional games*. Aswaja Pressindo: Sleman Yogyakarta.
- Mulyani, N. (2016). *Super fun Indonesian traditional games*. Yogyakarta: Diva Press.
- Stein, S. J. & Book, H. E. (2002). *The EQ edge: Emotional intelligence and your success, explosion EQ: 15 basic principles of emotional intelligence achieve success*. Bandung: Kaifa.
- Uno, H. B. (2012). *Book orientation in learning psychology*. Jakarta: Bumi Aksara.