



CHILDREN'S SOCIAL INTELLIGENCE IN THE TRADITIONAL GAME "DINGKLIK OGLAK-AGLIK"

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Abstract

This study aims to see the role of the traditional game "Dingklik Oglak-Aglik" in the process of honing the social intelligence of early childhood. The implementation of early childhood education requires the right approach to optimize the full potential of children's social intelligence. Traditional games are an easy way to instill positive values in social interaction by not forgetting the traditional cultural elements of the children's environment, as well as an effort to preserve local environmental games. This research method uses mixed methods research using quantitative and qualitative analysis. The results of research in the field can be concluded that the traditional game of dingklik oglak-aglik is able to provide a positive role to hone children's social intelligence. It can be seen in the quantitative analysis that in all indicators of early childhood social intelligence it has a high percentage level, achieved through traditional game activities "dingklik oglak-aglik. Qualitative analysis of the traditional game of dingklik oglak-aglik can describe the overall content of the indicators of social intelligence.

Keywords: Social Intelligence, Traditional Games "Dingklik Oglak-Aglik"

Abstrak

Penelitian ini bertujuan untuk melihat peranan permainan tradisional "Dingklik Oglak-Aglik" dalam proses mengasah kecerdasan sosial anak usia dini. Penyelenggaraan pendidikan anak usia dini membutuhkan pendekatan yang tepat untuk mengoptimalkan potensi penuh dari kecerdasan sosial anak. Permainan tradisional merupakan salah satu cara yang mudah dalam menanamkan nilai-nilai positif dalam berinteraksi secara sosial dengan tidak melupakan unsur budaya tradisional dari lingkungan anak, selain itu juga sebagai upaya untuk melestarikan permainan lingkungan setempat. Metode penelitian ini menggunakan metode penelitian mixed methods dengan menggunakan analisis kuantitatif dan kualitatif. Hasil penelitian di lapangan dapat ditarik kesimpulan bahwa permainan tradisional dingklik oglak-aglik mampu memberikan peranan positif untuk mengasah kecerdasan sosial anak. Hal tersebut dapat dilihat dalam analisis secara kuantitatif bahwa dalam semua indikator dari kecerdasan sosial anak usia dini memiliki tingkat persentase yang tinggi, dicapai melalui kegiatan permainan tradisional "dingklik oglak-aglik. Analisis secara kualitatif permainan tradisional dingklik oglak-aglik dapat menggambarkan keseluruhan isi indikator kecerdasan sosial.

Kata kunci: Kecerdasan Sosial, Permainan Tradisional "Dingklik Oglak-Aglik"

Introduction

Social intelligence has a vital role in fulfilling developmental tasks in social aspects in childhood. Social intelligence can help children make friends, interact with friends, play together, understand fellow friends, and build good relationships. Social intelligence has been owned by children since they were born and needs to be developed through coaching and teaching. Stimulation and exploration of children's social intelligence are still very rarely done by teachers and parents. The stimulation aims to increase the potential in children's social development.

According to research by Bito'ati (2014), it is developing social skills through the game of "Semut Guyub" in group B in TK Dharma Wanita 1 Patihan Sidoharjo Sragen. This research uses classroom action research. It shows that the game "Semut Guyub" can improve children's social skills. Research conducted by Camila (2019) with the title of implementing traditional games in improving children's emotional intelligence in Kindergarten Aba Rejodani Sariharjo Ngaglik Sleman Yogyakarta. This research uses qualitative research. The results obtained that through traditional games, children can think focused, communicate, socialize and cooperate. The results of previous research show similarities and differences in the types of research with the research to be carried out. The research is used as study material, reference, and analysis of the research to be carried out.

When talking about social intelligence, it is inseparable from the learning process because social intelligence can develop through the learning process. The best learning experience for children from an early age will significantly affect the development of the child's brain because what is seen experienced, and learned by children will be firmly recorded in the child's memory. Likewise, children who do not get an environment that stimulates brain growth or do not get psychosocial stimulation such as rarely getting a touch of affection, rarely being invited to play, and rarely interacting with other people. It can result in low self-esteem, being cowardly, not independent, and difficulty socializing. Learning activities from an early age not only serve to provide learning experiences for children but furthermore optimize social intelligence in children. The development of intelligence in a learning activity should be adjusted to the child's development period. The teaching is held according to the needs, interests, and learning styles of children.

According to the Child Protection Act No. 23/2002, it is stated that children have the right to grow and develop, play, rest, be creative, and learn in education. Learning needs in children are adjusted to the principles of early childhood learning, namely playing while learning and learning while playing. This principle shows that playing activities are the core of children's activities. By playing, children can explore their environment and interact with friends. Through these play activities, social values and filial bonds begin to be instilled in children's consciousness. The inculcation of intelligence makes the child's social interaction environment gradually expand. A child who is accustomed to hanging out in the social environment will

easily adapt to the environment of new people and likes to socialize in the school or home environment. Besides that, the child can understand and empathize with friends' feelings and be neutral when there is a dispute with friends. Through the results of the formation of the simplest habits when adapting to new circumstances, social intelligence will appear by itself. With this, the interaction between children and their environment, even at a small level, is essential because with this the child's social intelligence can be honed.

Playing traditional games is one form of play activity that can be applied to early childhood learning. Traditional games are ancient games that are very popular with early childhood children. All traditional games can develop the potential and intelligence of the child's right and left brains. However, many children at this age are not familiar with these traditional games. Early childhood needs to be introduced to traditional games, which are the nation's ancestral heritage which is full of culture and education.

Traditional games also increase intelligence, creativity, skills, and as a medium of learning. Traditional games also contain movement, skills, and brain teasers that can improve adaptability, togetherness, sophistication, honesty, and mutual respect. The researcher chose one of the traditional games, "Dingklik Oglak Aglik" with the assumption that this traditional game has a unique and interesting way of playing for children. This game can also be used as a collaborative game or a competitive game. This traditional game method is easy for children because it does not require tools and materials.

Based on this, this research is focused on describing the traditional game of dingklik oglak aglik found in the field and examining the role of traditional games in developing children's social intelligence. It is expected to describe the objective condition of early childhood social intelligence at Danurejo Mungkidan Magelang Kindergarten. This is important to do considering the lack of educational games based on the national culture that can develop children's social intelligence.

Social Intelligence

Every development in early childhood is certainly influenced by many things, starting from age, experience, environment, and the underlying characteristics of the child are no exception. Child characteristics age knew with character unique, egocentric, active and energetic, has a high curiosity, exploratory and adventurous spirit, expresses behavior relatively spontaneously, rich in fantasy or fantasy, easily frustrated, lacks consideration in doing things, has the short attention span, is passionate about learning and learns a lot from experience, and show more interest in friends. Children's Socio-Emotional Ability takes place gradually through the process of modeling and reinforcement (2022).

A person's ability to build social relations is called social intelligence. This intelligence is intelligence that is closely related to social life such as friendship, socialization with others and is

very fond of collaborating with other people or working in groups, intelligence is related to the values and norms that exist in society.

Hughes (2009:304), et al mention intelligence social as a process of cognition that regulates people to bring and gather one each other for Act in Thing this could say the invitation for interaction, "SI is the product of regulated cognitive processes that people bring to each other and their individual and collective capability to act upon these processes." With an approach that can manifest in the provision of various service professionals like connection counseling, therapy family, and workgroup. Intelligence could be observed in the effective ability to relate or interact with other people. How somebody treats others, how to behave and speak in environment surroundings, here actually role from intelligence social that.

Albrecht (2006 : xiii) describes intelligence social simple as "the ability to get along well with others and to get them to cooperate with you". Alberto explains intelligence as social the ability for getting along with other people well and to cooperate. From the corner, another point of view, Yukl (2010:66) explains that intelligence social is the ability to determine the necessity for leadership in situation special and choose an appropriate response. Yukl explains that intelligence social the detected from characteristics of capable people lead in every condition moment needed and capable give decision by fast and appropriate in a situation certain.

On development next, expert psychology other namely Goleman (2006) in contrast explain that: Intelligence social as good interpersonal relationship or bad, have strength for shape brain our and influence cells body that can create something ability in understand others, shape relation and defend it with good. By draft all figure emphasize on interaction and connection tagged social existence intelligence social on self someone.

Likewise, simple Buzan (2007:2) reveals that what is meant with intelligence social is intelligence social is size ability self somebody in socializing in society and ability interact social with people around or surrounding. Intelligence explained social _ by Thronidike more brought near on connection behavior, behavior the Becomes important because who became base in a association. Behavior related with ability to situation, sensitivity towards others and value other people 's rights around.

Knowledge man about intelligence Keep going develop from time to time, so produce draft new about intelligence social, known also as interpersonal intelligence by Gardner in Armstrong (2009: 7), according to him intelligence this built among others through: The ability to perceive and make distinctions in the moods, intentions, motivations, and feelings of other people. This can include sensitivity to facial expressions, voice and gestures; the capacity for discriminating among many different kinds of interpersonal cues; and the ability to respond effectively to those cues in some pragmatic way. From G adner 's expression above could be interpreted intelligence social this is core ability to recognize difference by special, difference big in atmosphere heart, temperament, motivation and will, intelligence this allow someone who reads will and the wishes

of others, even when desire that hidden. From all the expert opinions above, it can be concluded that intelligence social is a set ability somebody for adapt and relate by effective with others which includes (1) understanding social, (2) skills social, (3) attitude social, (4) behavior social on condition and situation certain in the environment be.

Traditional Game “Dingklik Oglak-Aglik”

Game traditional is results excavation from culture himself in it many contain values education because in activity the game give pleasure, joy, cheerfulness to child who plays it, besides that the game conducted by group so that create a sense of democracy with fellow playmates and use tool relatively simple game. (BP-PLSP, 2006).

Game traditional give rich alternative with score culture (culture), and even possible moment this already almost extinct if no maintained and developed. Game traditional, adult this has Becomes very good stuff rare. Whereas if our analysis there is amount game traditional that gives role to development potency child like development motor coarse, fine, social, cognitive as well as aspect development other. Tientje, et al. (2004) stated that game existing traditional _ part game similar with sport that is have rules of the game, game this also capable give fun, relaxation joy, and challenge. Interactions that occur on moment child to do game traditional give opportunity to child for develop ability social, train ability language, and ability emotions.

Aisyah Fad (2014: 5) explains that traditional games have meanings that in traditional games not only have a socializing effect but also spark the euphoria of love, love from parents, love for the environment, and empathy for friends. Game traditional believed will give more impact _ good for development potency child, if more modern games prioritize individualization, then game traditional more give opportunity to child for socialize and cooperate in group. This thing strengthened also by Bordova & Leong (2003) that "now a day young children spend less time playing with their peers and more time playing alone, graduating from educational toys to video and computer game".

Game “Dingklik Oglak-Aglik” is a game traditional play _ by children ethnic group Java in ancient times. Game this conducted when afternoon day, however there is also playing _ night day, that is when night month full moon come. Game this no only game endurance in one group, however game this also could made game compete or opposite. seat “Oglak-Aglik” played by 3 to 4 people inside one later group _ make circle. Usually in one group choose tall and big the same person, with aim to get guard endurance and balance group that.

According to Aisyah Fad (2014:65), the oglak aglik table game is actually for fun, but it will be more exciting if there are parts that are competed. If many people participate in the game, one person is selected as the referee and the other two groups are made up of two groups of oglak aglik chairs. The referee is in charge of giving orders, for example "forward" means two groups

must go forward, if the referee says "back off" then the group must follow the referee's orders to withdraw.

Meaning from game chair "Oglak-Aglik" this consist from two meaning, that is chair in language Java which means short bench, "Dingklik Oglak-Aglik" it means rocking and meaning overall is seat swaying short. Meaning from game this is teach about leadership, cohesiveness and endurance in something group. All entitled for Becomes leader without existence condition or whatever it. When fair leader and wise in deal with something thing, then endurance and compactness in something group will awake. Not there is necessary tools in game this. Only just game group this need wide page as a playing area. Game this will more enthusiastic if there is many group in very play, because player will the more shout in sing "Dingklik Oglak-Aglik"

How to play

- a. All players stand up face to face with each other hand in hand. Suppose name players are A, B, C, and D,
- b. Players B and C broke through under arms A and B so that the players stand up with each other left behind and hand permanent hand in hand. Every player lifts the wrong one of her feet to the direction in a circle, then each other 's feet are linked to shaping something solid position so that no easy fall,
- c. Hand each other hand in hand then released, then second-hand clap hand and sing-song:
Pasang dingklik oglak-aglik
Yen kecelik adang gogik
Yu yu mbakyu mangga dateng pasar blanja
Leh olehe napa
Jenang jangung enthok-enthok jenang jagung
Enthok enthok jenang jagung
Enthok enthok jenang jagung
- d. The lyrics of this song are sung throughout the game, it is possible when the feet are released from the bond the song has not finished singing.
- e. If lose, the first child to drop his foot will get an agreed punishment together. Game this no need help equipment else, kids enough jump, sing and clap hand.
- f. Game traditional the is something activity growing game and growing in the area Java middle, full with values culture and system score life Public Java. Through the game, these children age early will be capable develop their potential, obtain useful experience and means, able build connections with fellow friends, upgrade cooperation and a sense of brotherhood as well as capable of channeling feelings or repressed emotions with permanent conserve and love culture nation. With To-do exploration of games, traditional children will get wide opportunity for To do activities that involve movement body, develop Skills social,

able To do modification to an existing game, weave cooperation, as well release the problem he faces.

Research Method

Research method The approach used in this research is *mixed methods*. Based on the sampling using the purposive sampling technique, it was obtained 30 subjects of early childhood who were in TK Danurejo 01 Mungkidan, Magelang. The data collection technique is direct communication, with documentation studies, observation, and interviews as data collection tools. Data analysis was carried out using qualitative and quantitative descriptive analysis. Assessment criteria for early childhood education, namely a qualitative assessment by giving a score in the form of numbers on the questionnaire provided. Each number has been described in the assessment criteria for each indicator. It starts from the highest score of 4 and the lowest score of 1. The research data, especially those obtained from the questionnaire, were analyzed using the concept of descriptive statistical analysis techniques. Aspects of this study include (1) social understanding, (2) social skills, (3) social attitudes, and (4) social behavior. Each of these aspects has two indicators that can identify social intelligence in early childhood.

Results and Discussion

Respondent subjects in this study were early childhood children aged 5 to 6 years who became students of 30 children at TK Danurejo 01 Mungkidan Kindergarten. Descriptive analysis in this study is needed to see and clearly describe the potential of early childhood social intelligence in the traditional game of dingklik oglak-aglik. This potential is expected to develop well by providing stimulation, one of which is through the traditional game. From the indicators of early childhood social intelligence, an objective picture of the research results in the traditional game of dingklik oglak-aglik is obtained in a descriptive explanation;

1. Can identify boundaries about himself and others.

In the traditional game of dingklik oglak aglik, children will be able to recognize the identity of friends in one group and be able to recognize the identity of opponents from the group. If the child can recognize the identity of friends in one group and the opposing group, then the child gets a value of 4. For a child who can mention the identity of his group friend, then the child deserves a value of 3, if the child can only name a few friends, then the child gets a value of 2, and if the child is only able to say his name, then the child gets a score of 1. In this study, 84.4% of children mentioned the identity of friends in one group and friends against matches in this traditional game of dingklik oglak aglik.

2. Can relate or interact with other people in the surrounding environment.

In the traditional game of dingklik oglak aglik, we can teach children to interact with their friends by holding hands with friends, linking legs with friends, and jumping in unison together. To assess how the child relates and interacts with his friends, the assessor looks at how the child plays with his friend and then asks the child's opinion on how the child can play with his friend. Score 4 if the child can relate to friends through playing well. Score 3 if the child can relate to friends through play but still with the teacher's encouragement. If the child tries to relate or interact with friends through playing even in an inappropriate way, they score 2. Moreover, they score 1 if the child has not been able to relate or interact with friends through playing or, in other words, the child does not want to play with his friends. In this study, 0.89% of children can build relationships and interact well with their friends.

3. Can mention social values.

In the traditional game of bench oglak aglik, we can teach children to understand the game's rules. By knowing the rules in the game, children will be able to play the game well and be able to finish the game well. To assess a child's ability to understand this social value, look at the way children play, whether there are children who violate the rules or whether there are children who are orderly against the rules. Score 4 if the child can carry out the game according to the rules correctly and correctly. Score 3 if the child can carry out the game but is sometimes impatient with the existing rules. A score of 2 if the child often violates the existing game rules, and the child will get a value of 1 if the child does not understand the rules and does not want to obey the rules and orders in the game. In this study, 62.2% of children could understand and obey the game rules properly and appropriately.

4. Can respect the rights of others.

In the traditional game of dingklik oglak aglik, we can teach children to respect the rights of others, such as when playing, children must be patient to wait their turn to play and not disturb each other's friends who are competing in the game. To assess a child's ability to respect the rights of others, that is by looking at the child's behavior while waiting for a game and when the child is playing. Score 4 if the child can patiently wait for their turn and does not disturb their friends who are playing. Score 3 if the child can wait their turn, but each disturbs his friend who is playing. Score 2 if the child cannot wait for their turn but does not disturb their friends in playing, and the child will get a value of 1 if the child cannot wait for their turn and always disturbs their friends in the game. In this game, 70% of children want to be patient, wait for their turn, and do not disturb their friends who are playing.

5. Have speaking skills.

In the traditional game of dingklik oglak aglik, we can teach children to speak well with friends or teachers, sing, and give orders to their friends. To assess children's speaking skills, we can see how children talk to friends and teachers. Score 4 if the child can speak in a soft

tone and use kind words (no shouting) to teachers and friends. A score of 3 if the child can speak in a soft tone even though the words are not well organized. A score of 2 if the child speaks in a screaming tone, and the child will get a value of 1 if the child speaks in a shouting tone using words that are not good in the game. 64.5% of children in this game can speak well and politely without shouting.

6. Have listening skills.

In the traditional game of *ogla aglik dingklik*, we can teach children to train their attention by listening carefully and carefully and train children to give a response or response to what they hear. To assess the listening skills of this child, the researcher can see the attitude of the child when the teacher tells the ways and rules of the game and the child's ability to listen to instructions given by friends. Score 4 if the child understands what he heard and responds correctly. Value 3 if the child can get the child can understand what he heard but is still not right in responding. A score of 2 if the child is unable to understand what he heard so that the response given by the child is not appropriate, and the child will get a value of 1 if the child does not want to listen to instructions from the teacher or friends in the game. 90% of children can understand the rules conveyed by the teacher and the orders or instructions conveyed by their friends and respond appropriately.

7. Can solve the problem.

In the traditional game of *bench oglak aglik*, we can teach children how to solve problems in a game. This game requires cohesiveness between players to find a way so that the feet are intertwined and do not fall easily when making a jump. Researchers can see the child's ability to solve problems in this *oglak aglik* table game to assess the child's ability to solve problems. Score 4 if the child can solve problems quickly and precisely based on his ideas. Score 3 if the child can solve the problem but with the direction of the teacher. Score 2 if the child has not been able to solve the problem even though the teacher has directed it, and the child will get a value of 1 if the child does not want to try to solve the problem in the game. As many as 57.8% of children can solve problems in the game quickly and precisely.

8. Can resolve conflicts.

In the traditional game of *dingklik oglak aglik*, we can teach children how to resolve conflicts if there are children who cheat in the game and if there are children who cannot accept defeat. To assess children's ability to resolve conflicts, researchers can see how children's attitudes when facing a conflict or argument. Score 4 if the child can provide an opinion in the form of resolving a conflict for the right reasons. Score 3 if the child can resolve a conflict but with the direction of the teacher. Score 2 if the child has not been able to resolve a conflict even though the teacher has directed it, and the child will get a value of 1 if the child does not want to try to resolve a conflict in the game. 46.7% of children can help resolve a conflict in a game.

9. Have empathy.

In the traditional table game, we can teach children to empathize with friends, such as how children do when their friends do not want to play and children who are in pain when they fall, lose or win in a table game competition. To assess empathy in children, researchers must look at the child's attitude in the game. Score 4 if the child can feel a friend's feelings by expressing it through a sad, difficult, or happy face and expressing it through verbal statements. Score 3 if the child can only feel the feelings of friends by expressing them through sad, difficult, or happy faces. A score of 2 if the child has not been able to have yet the ability to understand the feelings of friends, and the child will get a value of 1 if the child is indifferent to friends. 47.8% of children can convey their empathy in their own way through facial and verbal expressions.

10. Recognize emotional expressions.

In the traditional game dingklik oglak aglik, we can teach children to express their emotions. This is obtained when the assessor sees the child's emotional expression when experiencing victory or defeat or when experiencing difficulties in playing the game. Score 4 if the child can express his emotions through sad, difficult, or happy faces and express them through verbal statements. Score 3 if the child can only express his emotions through sad, difficult, or happy faces without verbal statements. A value of 2 if the child expresses his emotions are not in accordance with the conditions, and the child will get a value of 1 if the child cannot express his emotions. As many as 71.1% of children can express their emotions through sad, difficult, or happy faces and express them through verbal statements such as "saying hurray, yes, or clapping."

11. Can present themselves well.

In the traditional game of dingklik oglak aglik, we can teach children how to be good people by being polite, friendly, and not easily angry when their friends are annoying. To assess this ability, researchers look at how children deal with the problems that exist in the game. A value of 4 is if the child can show a good personality and be sporty when playing games even though they face problems. Value 3 if the child can show a good personality with the teacher's orders. A score of 2 if the child is sometimes less able to show good behavior when facing problems in the game, and the child will get a value of 1 if the child cannot show a good personality during the game, such as saying dirty or wanting to fight with friends. 48.9% of children can present themselves well when playing games.

12. Have the ability to lead.

In the traditional game of dingklik oglak aglik, we can teach children to train children's leadership, how to direct members in a group, how to get strategies to win competitions in games, and how to build togetherness with group members. To assess this ability, researchers can ask who wants to lead the group, giving children the opportunity to

volunteer as leaders. Observe what children do when leading their group in a game. Score 4 if the child can direct, set the game strategy, and is responsible for the group. Value 3 Children can direct and set game strategies but are less responsible for the group. A score of 2 if the child only proposes to be a group leader but cannot carry out his duties as a leader well, and the child will get a value of 1 if the child does not want to try to lead in a group when playing. 52.2% of children can lead their group by directing, setting game strategies, and being responsible for their group.

13. Can work together.

We can teach children to cooperate with friends in the traditional game of ogla aglik dingklik. To assess children's ability to cooperate, researchers can see how children try to play and win competitions in the game. The value of 4 is if the child can work together in carrying out tasks in the game and can complete it together well and compactly. Value 3 Children can work together but have not been able to complete the task well. 2, if the child cannot work together but tries to complete the task, the child will get a value of 1 if the child does not want to cooperate and cannot complete the task well. 83.3% of children can work together in groups and complete tasks well.

14. Can behave well in making friends.

In the traditional game of dingklik oglak aglik, we can teach children not to choose friends when playing in a group. Score 4 if the child wants to play and is not picky in making friends. Score 3 if the child wants to play with any friends on the instructions of the teacher. A score of 2 if the child wants to play in a forced state with the chosen friend, and the child will get a value of 1 if the child does not want to play if not with friends he likes. 72.3% of children want to play and are not picky in making friends.

15. Able to survive in difficult conditions.

In the traditional game of bench oglak aglik, we can teach children not to give up easily in the face of obstacles in the game. To assess this ability, researchers should look at the struggles and efforts made by children in the game. Score 4 if the child can complete the game even though it is difficult for him by not complaining. Score 3 if the child asks for help in completing the game. A score of 2 if the child plays only half the game, and the child will get a value of 1 if the child does not want to play the game. 48.9% of children could complete the game even though it was difficult for them by not complaining.

16. Have high concern.

In the traditional game of dingklik oglak aglik, we can teach children to be sensitive or aware of the events around them and to care about friends who need help when they cannot play the game. To assess this ability, the researcher directly saw children's behavior when there were events around them while playing. Score 4 if the child is happy to immediately help or help with his self-awareness of friends who need help or trouble. Value 3 if the child

wants to help or help a friend who needs help or trouble but is reminded by the teacher Value 2 if the child wants to help or help but with a heavy heart and the child will get a value of 1 if the child does not want to help or help a friend who needs help or trouble. 75.5% of children are happy to immediately help or help with self-awareness of friends who need help or trouble.

From the results of the research above, it can be seen that children aged 5-6 years in TK Danurejo 01 Mungkidan Kindergarten shows social intelligence in terms of identifying themselves and others, how to relate to friends (interacting), skills in socializing, solving problems, caring, working together, adapting, self-control, empathize, obey the rules, and respect others. However, this does not mean they do not experience problems related to social intelligence, such as some children who are less able to adjust to the new environment where they play new games or with newly formed groups.

Another problem arises when children face various conflicts when interacting with other children. This condition indicates that it is necessary to develop integrated social intelligence development services in learning in the form of empowering traditional games. Through this research, the traditional game of bench oglak aglik has the opportunity to hone children's social intelligence. This can be seen from the number of participants participating in traditional games, namely the number of at least 2, 3, 5, or more people. The number of participants is an indicator of the occurrence of positive social interaction among the game participants so that, in the end, it will help the development of the child's social intelligence. They play an active game, meaning that it requires all participants to play an active role in making the game successful. Syaodih (2002) says that childhood social development occurs through relationships between friends in various forms of play.

The advantages that can be obtained from traditional game activities are that these games can hone children's social intelligence. These games have competitive value to provide opportunities for children to learn to compete healthily and develop social, motor, and emotional skills. This traditional game of bench oglak aglik is a game that is done by moving all members of the child's body, stimulating the muscles (balance, flexibility, speed, strength, skills, sports), able to stimulate the five senses (sight, hearing), able to stimulate verbal communication (talking and singing) as well as being able to stimulate thinking activities (problem-solving, obeying the rules), and being able to stimulate social-emotional (playing together, tolerance, obeying the rules), and being able to practice moral-ethics (good bad, right and wrong). Another advantage of traditional games is that the materials used are easy and cheap. They do not even use materials, namely only using the child's body, teaching the values of simplicity, ethics, honesty, independence, work ethic, and social solidarity, which are implicitly present in the ancestral heritage.

The drawback of the traditional game of dingklik oglak aglik is that if this game is played continuously, it will make children bored quickly. If there is a significant difference in body size in one group, it will be difficult for the group to work together to make formations that are not easy to fall. The psychological effects that arise when children play this traditional game of dingklik oglak aglik are fun, relaxation, spontaneous, and humorous. The obstacles to implementing the traditional game of dingklik oglak aglik are the unsupportive understanding of

parents and teachers who consider playing a trivial matter, or play therapy is only intended for those with problems.

Conclusions and Suggestions

Based on the results of research in the field, the conclusion can be drawn that the traditional game of dingklik oglak-aglik can provide a positive role to hone children's social intelligence. The contents of indicators of social intelligence in the traditional game of dingklik oglak-aglik. Through traditional games, children can develop social understanding, social skills, attitudes, and behavior. Empowering the traditional game of dingklik oglak-aglik means saving Javanese culture from extinction, which has been abandoned by many people little by little. This traditional game is certainly very potential to hone children's intelligence and has a positive role in children's development.

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