JISIP (Jurnal Ilmu Sosial dan Pendidikan)
Vol. 10 No. 4 November 2026
e-ISSN : 2656-6753, p-ISSN: 2598-9944
DOI: *10.36312/jisip.v10i4.11477/http://ejournal.mandalanursa.org/index.php/JISIP/index*

The Influence of the Traditional Game Gobak Sodor on the Social and Emotional Development of 5–6-Year-Old Children at RA Al-Aufiya NWDI Korleko

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Article Info
Article history:
Received: 23 September 2026
Publish: 1 November 2026

Keywords:
Traditional Game;
Gobak Sodor;
Socio-Emotional Development.

Abstract
This study aims to determine the effect of the traditional game gobak sodor on the socio-emotional development of children aged 5–6 years at RA Al-Aufiya NWDI Korleko. The study is grounded in the importance of early childhood socio-emotional skills, which serve as a foundation for future personality development and socialization abilities. However, in reality, there are still children who struggle with cooperation, emotional control, and positive interaction with their peers. A quantitative experimental method was employed using a one-group pretest-posttest design, with 14 children from Group B1 serving as the research subjects. Data were collected through observation using a socio-emotional assessment instrument covering indicators such as cooperation, responsibility, self-confidence, and emotional control. Socio-emotional development is a crucial aspect that requires stimulation from an early age, as it plays a role in shaping a child's ability to interact, cooperate, control emotions, and adapt to their environment. One strategy to foster these skills is through the traditional game of gobak sodor.

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1. INTRODUCTION

Engaging learning is essential, as early childhood education has a significant impact on a child's development, laying the foundation for subsequent development. One method for addressing children's challenges and actively engaging in activities is through traditional games. Traditional games enable children to develop their potential, while also experiencing joy and excitement. Pre-research conducted at RA Al Aufiya NWDI Korleko revealed that some children lack self-confidence, a sense of responsibility, and a lack of willingness to share. Early childhood education plays a crucial role in stimulating all aspects of a child's development, including their social and emotional development. Social and emotional development is fundamental for children's ability to interact with their environment, collaborate, control emotions, obey rules, and develop self-confidence. Children aged 5-6 years are at a developmental stage that requires a variety of enjoyable learning experiences to optimally develop their emotional abilities.

One activity that aligns with the characteristics of early childhood is play. Through play, children have the opportunity to learn to communicate, interact with peers, solve problems, and understand the rules of social life. Therefore, learning in RA should be designed around meaningful play activities that meet the child's developmental needs.

One traditional game with educational value is Gobak sodor. This game is played in groups, requiring children to cooperate, communicate with each other, adhere to the rules, control their emotions when winning or losing, and respect their peers. In addition to benefiting physical and motor development, Gobak sodor also has the potential to enhance children's social and emotional skills through the interactions that occur during the game.

However, technological advancements and the widespread use of gadgets have caused children to abandon traditional games. Many children prefer digital games that tend to be individualistic, reducing opportunities for direct interaction with peers. This can impact the development of children's social and emotional skills if not balanced with play activities that involve real social interaction.

Based on these conditions, efforts are needed to revive traditional games as engaging and educational learning media. Gobak Sodor is one game that educators can use to stimulate the social and emotional development of early childhood. Therefore, this study was conducted to determine the effect of the traditional game of Gobak Sodor on the social development of children aged 5-6 years.

It is hoped that the research results can be a reference for educators and parents in choosing play activities that can optimally support children's social and emotional development.

2. METHOD

This research uses a *one-group pretest-posttest design*, namely a research design that involves one group of research subjects. The group is given an initial test (*pretest*) to find out the initial condition of the child's social-emotional development, then treatment is given in the form of the traditional game of Gobak sodor and ends with a final test (*posttest*) to determine the changes that occur after treatment is given. This design is used to determine the effect of the traditional game of Gobak sodor on the socio-emotional aspects of 5–6-year-old children.

The type of research used is pre-experimental quantitative research (*pre-experimental design*). Quantitative research was chosen because it aims to measure the influence of the traditional game of Gobak sodor on children's social and emotional development through data analyzed statistically.

The research was conducted in the even semester of the 2026 academic year at RA Al-Aufiya NWDI Korleko, located on Jalan Al-Loqo', Dusun Gubuk Baret, Korleko Village, Labuhan Haji District, East Lombok Regency, West Nusa Tenggara. The research was conducted for 7 days, starting from Monday, June 8, 2026, to Saturday, June 13, 2026.

The subjects of the study were 10 children aged 5-6 years in group B1 at RA A-Aufiya NWDI Korleko. Subject selection was carried out using a saturated sampling technique, namely, all children in the group were made research subjects. The object of the study was the influence of the traditional game of Gobak sodor on the social-emotional development of children aged 5-6 years, which includes the ability to cooperate, obey rules, communicate, take responsibility, and interact with peers.

The data collection techniques used in this research are:

1. Observation was used to observe children's social and emotional development before and after treatment in the form of a game of Gobak Sodor. Observations were conducted using an observation sheet based on indicators of social and emotional development for children aged 5-6 years.
2. Documentation was used to obtain supporting data in the form of lists of student names, research photos, and other documents related to the implementation of the research.

The data obtained were analyzed using quantitative statistical analysis. Before testing the hypotheses, the data were analyzed descriptively to determine the average, maximum, minimum, and percentage of children's social-emotional skills. A normality test was then performed to determine whether the data were normally distributed. If the data were normally distributed, the hypothesis was tested using the p*aired-sample t-test* to find out the difference in results. If the data were not normally distributed, then the *Wilcoxon signed-rank test was used*. Data analysis was conducted using statistical applications such as SPSS, with a significance level of 0.05. The hypothesis is accepted if the significance value (sig.) <0.05, indicating that the traditional game of Gobak sodor has an effect on the social and emotional well-being of children aged 5-6 years.

3. RESULTS AND DISCUSSION

Research Findings Data

Based on the series of research activities that have been carried out, the following section will present a systematic description of the main findings in the field as well as the analysis carried out on the data to answer the research objectives.

A. Research result

This research was conducted in two cycles using the Classroom Action Research (CAR) approach to observe changes in children's social interaction abilities through playing gobak sodor, a traditional Indonesian game that emphasizes cooperation and coordination between players.

Cycle I

In Cycle I, the planning stage involved developing a lesson plan (RPPH) that included activities for playing Gobak sodor, preparing aids, and compiling observation sheets to record indicators of children's social interactions. In the implementation stage, the activity was conducted in two meetings outside the classroom. The first meeting focused on introducing the game and initial observations. Children were introduced to the rules and how to play Gobak sodor through explanations and demonstrations by the teacher, then divided into pre-designed small groups. In the second meeting, children began playing directly in their respective groups.

The results of the observation showed that of the 14 children, only 6 children (42.8%) showed active social interaction behavior, such as greeting friends, playing together, smiling while playing, and being able to wait their turn. Meanwhile, the other 8 children (57.2%) still showed passive attitudes, such as being reluctant to interact, only paying attention without actively participating, appearing hesitant, being confused about following the flow of the game, and not being able to show initiative in interacting. The teacher noted that some children were not used to playing in large groups, felt awkward, and lacked confidence in facing new social situations for them. Reflection from the implementation of Cycle I showed that children needed a more intensive approach, especially in terms of understanding the rules of the game and forming groups that supported their comfortable interactions. Therefore, in cycle II, improvements were made to the learning strategy.

The following are the results of Cycle I



Cycle II

In Cycle II, the planning stage included improvements to the learning approach based on the reflections from Cycle I. Improvements were made through re-explaining the game rules in simpler terms, using game simulations as concrete examples, and forming playgroups tailored to the children's social characteristics that had been previously observed. Implementation was carried out in two meetings, where the first meeting focused on game simulations and role-playing, while the second meeting was conducted with the full implementation of the Gobak Sodor game. The teacher played a more active role in providing direction, motivation, and praise for children who demonstrated positive social behavior during the activity.

Observation results showed a significant improvement compared to the previous cycle. Eleven of the 14 children (78.6%) demonstrated active social interaction behavior, such as speaking up, waiting their turn, working together in groups, and demonstrating empathy by helping or encouraging friends. The play atmosphere became much livelier and more enjoyable, with cheerful expressions and more equitable involvement among the children. This change was not only evident in the quantitative number of socially active children, but also in the increasingly deep quality of interactions, marked by the emergence of a sense of responsibility, initiative, and caring among the children within the group.

The following are the results of cycle II



More specifically, the increase in social interaction behavior from cycle I to cycle II can be seen from the following indicators: the number of children who greeted friends increased from 6 to 11, children who were able to cooperate increased from 5 to 12, children who waited their turn increased from 4 to 10, and children who showed empathy increased from 3 to 11. These findings indicate that the activity of playing gobak sodor has a real positive impact on improving social interactions in early childhood. Teachers stated that this game is not only fun, but also effective as a medium for in-depth and meaningful social learning. Observation data for each cycle is displayed in tabular form according to indicators of children's social behavior, such as greeting, cooperating, waiting their turn, and showing empathy. The research instruments used, such as observation sheets, activity guides, and assessment

guidelines, are compiled separately and attached to support the validity of the data obtained in this study.

Table 1. Results Comparison: Results of Cycle I and Cycle II

Indicator	Cycle I	Cycle II
Greeting Friends	6	11
Cooperate	5	12
Waiting for Your Turn	4	10
Showing Empathy	3	11



Discussion

The research results show that the traditional game of gobak sodor is an effective tool for enhancing social interaction in early childhood. This game provides a natural context for children to interact, cooperate, and develop empathy in a fun social situation. The interactions that occur during the game become meaningful learning experiences for children. They not only learn the rules of the game but also learn how to share roles, wait their turn, and show caring attitudes towards peers. This finding aligns with Vygotsky's (1978) theory of the Zone of Proximal Development (ZPD), where children's learning is strongly influenced by social interactions with adults and peers. In this context, Gobak Sodor provides a vehicle for children to develop socially through active engagement with friends in a fun atmosphere. Children who were previously passive become more confident and active after receiving support from their environment and teacher guidance.

Furthermore, the findings of this study are supported by the opinion of Papalia, Olds, and Feldman (2008), who stated that children learn social behavior through direct reinforcement, not just through instruction. In the game of Gobak Sodor, children experience the processes of cooperation, communication, and resolving minor conflicts, allowing their social skills to develop gradually and naturally.

This research also aligns with the findings of Handayani (2021) and Yuliani & Pranoto (2022), which show that traditional games are effective in developing social character traits such as responsibility, communication skills, and tolerance. Gobak Sodor encourages children to actively speak, listen to their peers, and develop group strategies. All of these activities reflect important social skills for children to develop from an early age.

From a curriculum perspective, this approach is highly relevant to the principle of "*play-based learning*" in the Independent Curriculum, which emphasizes that early childhood learning must be carried out through meaningful play activities. In this case, Gobak sodor is a local culture-based game that not only preserves traditional heritage but is also effective in supporting children's achievement of social competence. The role of teachers is very important in accompanying children during the play process, creating a

safe and conducive atmosphere, and providing emotional encouragement that helps children become more confident in interacting. Overall, this discussion reinforces that the Gobak sodor game can be integrated as a social-emotional learning strategy in PAUD. Besides being fun, this game has high educational value and has been proven to significantly improve the social interaction skills of early childhood.

The results of the study show that the traditional game of Gobak to roll has a positive influence on the social-emotional development of children aged 5-6 years at RA Al-Aufiya NWDI Koeleko. Based on the pretest results, the average social-emotional ability of children was 37.30%, which is included in the category of starting to develop. After being given treatment through the game of Gobak sodor for several meetings, the posttest results increased to 68.26%, with the category of developing as expected.

Table 2. Results of the Pretest and Posttest of Children's Social and Emotional Abilities

Measurement Level	Rate (%	Category
Pretest	37,30%	Starting to grow
Posttest	68,26%	Developing as expected

Before hypothesis testing is carried out, a normality test is first carried out using Shapiro-Wilk to ensure that the data are normally distributed.

Table 3. Normality Test Results

Variables	Significance Value	Criteria	Description
Data pretest posttest	0,217	>0,05	Normally distributed data

The results of the normality test using Shapiro-Wilk obtained a significance value of 0.217 (>0.05), so that the data are normally distributed.

Table 4. Results of the Shapiro-Wilk normality test

STATISTICS	MARK
t count	13,919
t table (df, α = 0.05)	2,160
Results	H0 is rejected; H1 is accepted
Conclusion	There is a significant influence of the traditional game of Gobak sodor on the social and emotional development of children aged 5-6 years.

The results of the normality test using Shapiro-Wilk obtained a significance value of 0.217 (>0.05), so that the data are normally distributed. Furthermore, the results of the paired-sample t-test show that the value (t count) = 13.919 is greater than the t table = 2.160, so H0 is rejected, and H1 is accepted. Thus, there is a significant influence of the traditional

gobak sodor game on the social-emotional development of children aged 5-6 years. This improvement can be seen from the child's ability to cooperate with friends, obey the rules of the game, control emotions while playing, wait for their turn, and can increase self-confidence and responsibility during the activity.

4. CONCLUSION

Based on the research results, it can be concluded that the traditional game of Gobak sodor has a significant influence on the social and emotional development of children aged 5-6 years at RA Al-Aufiya NWDI Korleko. This game is able to increase the ability to work together, communicate, discipline, responsibility, sportsmanship, and emotional control.

5. SUGGESTION

1. For teachers, it is recommended to integrate the traditional game of gobak sodor into learning activities as a medium to develop children's social and emotional abilities.
2. For schools, they should provide facilities and an environment that supports the regular implementation of traditional games.
3. For parents, it is hoped that they will provide opportunities for children to play traditional games at home or in the surrounding environment so that children's social and emotional abilities continue to develop.
4. For further researchers, it is recommended to conduct research with a larger sample size or develop research on other aspects of child development, such as motor skills, language, or cognitive skills.

6. ACKNOWLEDGMENT

Thank you to the collaborators who provided approval and assisted the researcher during data collection. Thank you to the teachers at RA Al-Aufiya NWDI Korleko who helped the researcher refine the results of this study. Thank you also to the editorial team of the Mandala Education Journal who provided suggestions, criticisms, and recommendations for improving this article.

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