

DEVELOPING CHILDREN'S EMOTIONAL INTELLIGENCE THROUGH TRADITIONAL BEKEL GAMES

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Abstract. The game is played by girls between 7 and 12 years of age. It requires a ball of bekel and bekel to be played. Backgammon is a traditional game that easily develops a child's emotional intelligence through social interaction, collaboration, and emotional management. This research method uses qualitative descriptive methods with content analysis techniques. This method is used to analyze the content of bekel games that are related to the development of emotional intelligence of children. As a result of research, several sources indicate that bekel games can improve children's problem-solving skills and develop emotional intelligence through emotional recognition, social interaction and problem solving. These games can also help children learn to cope with failure. Research suggests that bekel games can also help children learn to cope with failure. Research suggests that bekel games have the potential to develop a child's emotional intelligence. It is suggested that further research be carried out with a wider sample target to empirically test the relationship between emotional intelligence and bekel games.

Keywords: Traditional Game Bekel, Emotional Intelligence.

INTRODUCTION

Bekel or beklen is a game of skill between 2 or 4 girls, aged between 7-12 years. The place to play can be in an open or closed space. The tools used in this game are a bekel ball with a diameter of 3 cm and 10 pieces of clamshell or kewuk. A good kewuk is yellowish in color, slightly rounded and has oval edges. Children in the Priangan area, especially in the middle and upper classes, use irregularly shaped brass. Both sides of the kewuk are marked with small concave circles, one and two each. To determine the first player, *suten* or lottery is conducted. Each player is declared to have won if he passes all the rounds of the game, which consists of three rounds starting with floating the ball (Ari Wibowo Kurniawan, 2019: 32).

Goleman suggests that emotional intelligence refers to the ability to recognize our own feelings and the feelings of others, the ability to motivate ourselves and the ability to manage emotions well on ourselves and in relationships with others (Retno Susilowati, 2018: 150). The importance of emotional intelligence in children is very important. Emotional intelligence involves a child's ability to recognize, understand, manage, and express emotions healthily and effectively. In children's daily lives, emotional intelligence has significant benefits. For example, children's emotional intelligence builds good relationships with others, manages conflict well, and improves their mental well-being. By having good emotional intelligence, children can better cope with emotional challenges and have the ability to adapt to various situations in their environment.

Defender games have a close relationship with the development of emotional intelligence in children, because defender games can be an effective means of developing children's emotional intelligence through the recognition and management of emotions, social interaction, and problem-solving skills. Defender games can develop children's emotional intelligence in several ways. First, the game allows children to experience various emotions such as joy when they succeed in playing the ball well, or disappointment when they fail. Through this experience, children can recognize and understand their own emotions. Secondly, the game also involves social interaction between players. Children need to learn to cooperate with their friends, respect the rules of the game, and understand their friends' feelings while playing. This helps children develop social skills and empathy. Third, there may be conflicts between players, such as differences of opinion about the rules and results of the game. Children need to learn to manage conflicts well, communicate effectively and find fair solutions. Through this game, children can practice problem-solving skills and manage conflict in a healthy way.

In previous research, conducted by Laila Alifanur Hasana with the research title *The Effect of Traditional Games (Bekelan and Slentikan) on Improving the Problem Solving Ability of School Age Children*, using *mixed design* research methods (*between subject design and within subject design*), the measuring instrument used is a *problem solving* scale. The results showed that in the control group ($P = 0.866$, $P = 0.834$, $P > 0.05$) which means there is no difference, while the experimental group 1 ($P = 0.001$, $P = 0.001$, $P < 0.05$) and experiment 2 ($P = 0.010$, $P = 0.000$, $P < 0.05$). Thus, it can be concluded that traditional games (bekelan and slentikan) can be used to improve the *problem solving* skills of elementary school-age children. Further research, conducted by Ramadhan Lubis and Khadijah with the research title *Traditional Games as the Development of Children's Emotional Intelligence*, at RA Al-Kamil and TKIT Nurul 'Ilmi using qualitative research methods. The results showed that traditional games that can develop children's emotions are competing marbles, long clogs, congklak, and bekel

RESEARCH METHOD

This article uses a qualitative description method using content analysis techniques. According to Budd (Rachmat Kriyantono, 2010: 232) content analysis is a systematic technique for analyzing the content of messages and processing messages or a tool for observing and analyzing the content of open communication behavior of selected communicators. The content analysis method according to Krippendorff is research conducted by examining texts, documents, or books to draw conclusions based on the context of their use (Atikah Mumpuni, 2018: 59).

In this study, we will focus on the dependent variable, namely children's emotional intelligence. The purpose of this study is to see if traditional bekel games can help develop children's emotional intelligence. In addition, the control variable in this study is the content of traditional bekel games. The content of this game will be analyzed to see the elements that influence the development of children's emotional intelligence. In the content analysis method, researchers will collect and analyze data from various sources, such as texts or images related to the traditional game of bekel. The data will be analyzed to identify themes, patterns, or concepts related to the development of children's emotional intelligence. The stages that researchers do are determining the topic, finding sources, analyzing sources, reducing sources, reviewing sources, conclusions (Reza Nur Azizah and Imam Syafi'i, 2022: 56).

RESULT AND ANALYSIS

1.1. Emotional Intelligence

Emotional intelligence is the ability to recognize, process, and control emotions so that a person is able to respond positively to any conditions that stimulate emotions, thus emotional and social skills will be better able to overcome various problems that arise during the development process towards adulthood, not only that with emotional and social skills a person is better able to overcome emotional challenges in modern life (Nasril, Ulfatmi, 2018: 18).

Daniel Goleman (Retno Susilowati, 2018: 151) states that the aspects of emotional intelligence according to Salovey are as follows:

1. Self-emotion recognition is the ability to recognize feelings as they occur. It involves self-awareness, self-appraisal, and self-confidence. This ability is the foundation of emotional intelligence, where one's awareness of their own emotions.
2. Managing emotions is an individual's ability to cope with feelings so that they can be expressed appropriately or in harmony, so that balance is achieved in the individual.
3. Self-motivation is the key to success in doing anything. The ability to regulate emotions in order to achieve desired goals, control oneself against gratification and control impulses is the basis for success in various fields.
4. Recognizing the emotions of others is highly dependent on their emotional self-awareness. The ability to empathize is one of the abilities to recognize the emotions of others, by feeling what is experienced by others. Individuals who have empathic abilities are better able to pick up on hidden social signals and understand what others need, so they are better able to understand other people's points of view, sensitive to other people's feelings, and better able to understand

other people's points of view, sensitive to other people's feelings, and better able to listen to others.

5. Building relationships with others largely involves skills in managing the emotions of others. These skills support popularity, leadership and success in interpersonal relationships. People who can build good relationships with others will be successful in any field that involves smooth social interaction with others.

Emotional intelligence is also influenced by several important supporting factors. According to Goleman (Casmini, 2007: 23-24), there are internal and external factors that affect emotional intelligence. Internal factors involve aspects that exist within a person, such as the emotional brain consisting of the amygdala, neocortex, limbic system, prefrontal lobe, and other components. Meanwhile, external factors involve influences from the external environment, both individuals and groups, which can affect changes in a person's attitude and behavior. These external factors can trigger more complex emotional responses, especially in the context of the surrounding environment.

A person can have different emotional intelligence, either low, medium or high. According to Dapsari (Casmini, 2007: 24), there are several characteristics of high emotional intelligence, including:

1. The ability to think positively and deal optimally with situations in life. This includes coping with life events and handling personal stresses and problems encountered.
2. Skills in managing emotions, including the ability to recognize and express one's own emotions and have emotional awareness of others.
3. Proficiency in various aspects of emotional intelligence, such as having strong willpower, creativity, resilience, good interpersonal relationships, and the ability to deal constructively with dissatisfaction.
4. Have empathy, intuition, confidence, strong personality and high integrity.
5. Maintain general health, improve quality of life, and achieve optimal performance.

To improve children's emotional intelligence, parents and education need to provide appropriate stimuli so that children can learn their emotional skills. Parents need to review the way of parenting that has been done. Parents also need to pay attention to the developmental stages of children's emotional intelligence, and train children to recognize and manage emotions well. As educators, it is necessary to provide stimulation for the development of emotional intelligence by providing activities that are tailored to the needs, interests and characteristics of children who are the target of emotional intelligence development.

1.2. Traditional Game of Bekel

The bekel ball game is a game using a rubber ball and some bekel seeds. Bola bekel is also one of the traditional games in Indonesia. This game also has several names in various regions, some call this game as bola bekel, but some call it kuwuk (Zuliyanti Sukma, Adi Galuh, 2021: 24).

The procedure or stages in playing the bekel ball game (Zuliyanti Sukma, Adi Galuh, 2021: 25) first grasp the ball and bekel seeds together. Then throw the ball approximately 30 cm high, after the ball drops and bounces, release the seeds in a random position, then throw the ball again and take the seeds one by one, two-two, three-three, and so on until it runs out. Secondly, turn the grasped cupped seeds so that they are facing up or called "mlumah", take the cupped seeds one by one, two by two, three by three, and so on, when finished turn the cupped seeds again so that they are facing down or "mengkurep". Take the seeds one by one, two by two, three by three and so on. After that, change the position of the bekel seeds so that the smooth side is facing upwards, take the bekel seeds one by one, two by two, three by three, and so on. Finally, change the position of the cupped bean so that the smooth side is facing down, take the cupped bean one by one, two by two, three by three, and so on. The last stage is that the game ends if the player's hand touches another cupped bean while picking it up. The player who finishes the game first will be the winner. Substitutions can be made if a player makes a mistake. Players are considered to have made a mistake if the ball thrown is not caught, the seed or brass that is in the player's grip falls, and if the hand touches the seed or brass when playing the brass, this is called gundir (Ari Wibowo Kurniawan, 2019: 34).

1.3. Relationship Between Emotional Intelligence and Traditional Bekel Game

Children are a mandate from God that needs to be guarded, raised, educated, and guided with love and affection. However, love alone is not enough, in the process of educating children, relevant knowledge and methods are needed so that they can grow and develop optimally and obtain their rights properly. Every child has different potentials, such as cognitive, social, physical, biological, and emotional potentials. All of these potentials need to be developed according to their age stages and individual needs. Children are small individuals who are new to the world, do not understand the rules, and do not know how to interact with others. They are also learning to recognize, understand, and measure emotions or emotional intelligence within themselves (Eqviesta, Yazida, et al, 2022: 819).

Traditional bekel games can be related to the development of children's emotional intelligence. Traditional games often involve social interaction, cooperation, and managing emotions while playing in a group. Some of the links between emotional intelligence and traditional cupping games:

1. Recognize and manage emotions
 When playing the traditional game of bekel, children need to recognize and manage their emotions, such as excitement when successfully picking up the bekel seeds or disappointment when making mistakes. This can help them understand and regulate their emotions well.
2. Cooperation and communication
 The traditional game of bekel is often played in groups, which requires cooperation and communication between players. Children need to learn to communicate well, express their wishes and opinions, and cooperate with team members to achieve a common goal. This can help develop a child's social and emotional intelligence.
3. Overcoming failure
 In the traditional game of bekel, children may experience failure or defeat when trying to pick up the bekel seeds. This can be an opportunity for them to learn to cope with failure, control negative emotions, and try again with better spirit. This helps develop emotional resilience.
4. Empathy and understanding towards others

While playing the traditional game of bekel, children can learn to understand and feel the emotions of others. They can observe their friends' reactions while playing, feel their excitement or disappointment, and learn to feel empathy towards others. This helps develop emotional intelligence and the ability to empathize.

1.4. Research Result

There are five sources used, consisting of Thesis, Journal of JPP PAUD FKIP Untirta, Al-Athfal: Journal of Child Education, Journal of Children's Lentera. The keywords used are emotional intelligence, traditional bekel games. The methods used by the five sources include *mixed design*, descriptive qualitative, and library research.

Table 1. Source Achievement Results Table

Researcher	Title	Year	Results
Siti Ulfatun	Implementation of Traditional Games in Improving Children's Emotional Intelligence at ABA Rejodani Kindergarten Sariharjo Ngaglik Sleman Yogyakarta	2014	The implementation of traditional games shows that children can express emotions according to the existing conditions.
Laila Alfinur Hasana	The Effect of Traditional	2016	Traditional games (bekelan and

	Games (Bekelan and Slentikan) on Improving Problem Solving Skills of School-Age Children		stop) can be used to improve the <i>problem solving</i> ability of school-age children Basic.
Ramadhan Lubis, Khadijah	Traditional Games as Development Children's Emotional Intelligence	2018	Traditional games of bakelan, marbles, congklak, and long clogs can develop children's emotional intelligence.
Yeni Rahman Al Ningsih	The Benefits of Traditional Games of Bekel Ball on Early Childhood Development	2021	The bekel ball game has benefits and can stimulate children's development.
Reza Nur Azizah, Imam Syafi'i	Improving Early Childhood Social Emotional Development Through Traditional Games in Early Childhood	2022	There are changes in the improvement of social emotional development experienced by early childhood who have played traditional games.

From the table of source achievement results, it shows that traditional bekel games can help children in developing their emotional intelligence such as children can express emotions that are appropriate to the situation, besides that traditional bekel games can also provide positive changes in child development. Children can be cooperative with friends, understand the rules of the game, appreciate the final result in the game, have a sense of empathy, show a persistent attitude of never giving up.

Children's emotional intelligence is an individual's ability to recognize, understand, and manage their own and others' emotions. It involves skills in recognizing and managing emotions wisely, interacting with others, and understanding the feelings of others. Children's emotional intelligence can affect their emotional and mental development, as well as their ability to build healthy relationships and deal with difficult situations.

CONCLUSION

Based on the results of existing research, it can be concluded that traditional bekel games have the potential to help children develop their emotional intelligence. Traditional bekel games can help children in expressing emotions, improving problem-solving skills, developing empathy, and building a persistent and unyielding attitude. Therefore, the suggestion for the results of this study is to further explore and expand research on the relationship between children's emotional intelligence and traditional bekel games. Further research could involve a larger sample and different variations of traditional games.

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