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Fostering Interpersonal Intelligence in Early Childhood through Traditional *Gobak Sodor* Game

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ABSTRAK

Usia emas anak usia dini merupakan masa krusial untuk mengembangkan kecerdasan majemuk, termasuk kecerdasan interpersonal. Kecerdasan interpersonal mengacu pada kemampuan untuk berhubungan dan bekerja sama dengan orang lain. Kecerdasan ini dapat distimulasi melalui permainan tradisional, salah satunya adalah gobak sodor. Penelitian ini menggunakan pendekatan penelitian kuantitatif dengan desain deskriptif menggunakan analisis korelasional. Tujuannya adalah untuk mengkaji hubungan antara permainan tradisional gobak sodor dengan kecerdasan interpersonal anak. Populasi penelitian adalah seluruh anak usia 5–6 tahun, dengan teknik purposive sampling yang digunakan untuk memilih 35 partisipan. Metode pengumpulan data meliputi observasi dan dokumentasi. Data dianalisis menggunakan analisis korelasional sederhana melalui IBM SPSS Statistics versi 26.0, didahului dengan uji normalitas. Hasil uji korelasi menunjukkan nilai signifikansi 0,000 < 0,05, yang menunjukkan hubungan yang signifikan. Selanjutnya, koefisien korelasi Pearson sebesar 0,810 menunjukkan korelasi yang kuat dan positif antar variabel. Temuan ini menyoroti bahwa permainan tradisional gobak sodor merupakan media yang efektif untuk merangsang kecerdasan interpersonal pada anak. Hal ini menggarisbawahi pentingnya mengintegrasikan permainan tradisional ke dalam pendidikan anak usia dini untuk meningkatkan keterampilan sosial dan kolaboratif, berkontribusi pada pengembangan holistik.

ABSTRACT

The golden age of early childhood is a crucial period for developing multiple intelligences, including interpersonal intelligence. Interpersonal intelligence refers to the ability to relate to and collaborate with others. This intelligence can be stimulated through traditional games, one of which is gobak sodor. This study employed a quantitative research approach with a descriptive design using correlational analysis. The objective was to examine the relationship between the traditional *gobak sodor* game and the interpersonal intelligence of children. The study population comprised all children aged 5–6 years, with a purposive sampling technique used to select 35 participants. Data collection methods included observation and documentation. The data were analyzed using simple correlational analysis through IBM SPSS Statistics version 26.0, preceded by a normality test. The results of the correlation test showed a significance value of 0.000 < 0.05, indicating a significant relationship. Furthermore, the Pearson correlation coefficient of 0.810 suggests a strong and positive correlation between the variables. These findings highlight that the traditional *gobak sodor* game is an effective medium for stimulating interpersonal intelligence in children. It underscores the importance of integrating traditional games into early childhood education to enhance social and collaborative skills, contributing to holistic development.

1. INTRODUCTION

The golden period of a child's life occurs at an early age, during which the brain develops up to 80%, and foundational aspects of personality are formed, making it a crucial stage for fulfilling children's physical, psychological, and developmental needs (Fitri, 2020; Sinurat et al., 2022). Intelligence at this stage requires stimulation, including interpersonal intelligence, which is vital for social adaptation. Thorndike

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categorizes intelligence into three abilities: abstraction (using ideas and symbols), mechanical (utilizing mechanical devices and coordinating sensory and motor activities), and social skills (adapting quickly to new situations), which are interrelated but not necessarily present simultaneously (Musfiroh, 2014; Syarifah, 2019). Gardner expands this view through his theory of multiple intelligences, which includes linguistic, musical, logical-mathematical, spatial, kinesthetic, intrapersonal, interpersonal, naturalist, and existential intelligences, emphasizing problem-solving and creativity (Gadner, 1983; Hasanuddin et al., 2022). Interpersonal intelligence, as defined by Musfiroh, is the capacity to process and respond to others' moods, motivations, and desires, enabling individuals to communicate effectively, empathize, lead, resolve conflicts, and work in teams (Coronado-Maldonado & Benítez-Márquez, 2023; Mutileni, 2020). Those with high interpersonal intelligence are often seen as pleasant, cooperative, and adept at building relationships (Ardiana, 2022; Faruq & Subhi, 2022) (Aguayo et al., 2021; Musfiroh, 2014).

Interpersonal intelligence is the capacity to understand and respond to the emotions, needs, and intentions of others, enabling individuals to manage and relate effectively to people around them (Defrianti, D., & Iskandar, 2022; Richards, 2015). This form of intelligence fosters the development of interpersonal and social skills through effective communication, resulting in positive outcomes such as improved relationships, team leadership, and the ability to influence others with empathy (Gilbert, 2015; Harahap et al., 2023). Individuals with strong social intelligence possess heightened social awareness and demonstrate empathy, helpfulness, and proficiency in managing relationships, which involves coordinating, motivating, and guiding groups (Chairunnisa et al., 2019; Wahyu & Rukiyati, 2022). Interpersonal intelligence is essential for humans as social beings, requiring sensitivity to the moods, temperaments, and emotions of others, which supports successful socialization and collaboration (Prameswari et al., 2021; D. I. P. Sari et al., 2021) (Sahidun, 2018; Sumirat et al., 2024). Previous researches emphasize that interpersonal intelligence is intertwined with intrapersonal aspects such as emotional awareness and the capacity to guide one's behavior (Mubarak et al., 2022; Nurunnisa, 2016). This intelligence is indicated by sensitivity to others' feelings, organizational skills within groups, motivational influence, friendliness, and conflict resolution abilities among peers (Harianja & Utami, 2023; Musfiroh, 2014).

Previous studies also identified three dimensions of interpersonal intelligence: social sensitivity (empathy and prosocial behavior), social insight (problem-solving and self-awareness), and social communication (verbal and non-verbal proficiency) (Elyana & Samta, 2021; Loko, 2023). Stimulating interpersonal intelligence in children can be achieved through play, especially traditional games, which cultivate social interaction and group cooperation (Hayati & Putro, 2021; Khadijah & Armanila, 2017). Games, governed by agreed-upon rules, offer valuable learning experiences (Ardini & Lestariningrum, 2018; Khasanah et al., 2011). Traditional gamesare cultural legacies that foster socialization, character development, and cultural preservation (Ardini & Lestariningrum, 2018; Veronica, 2018) (Anatasya et al., 2023; Mantasiah et al., 2017). Despite their decline due to digital entertainment (Hasibuan & Marbun, 2023; Ketty, 2020), previous research highlights their role in enhancing children's interpersonal intelligence, cooperation, and cultural understanding (Budury et al., 2022; Ekaputra et al., 2024).

Recent research on interpersonal intelligence in early childhood has increasingly highlighted its significant role in fostering social competence, emotional regulation, and collaborative learning, which are pivotal for long-term academic success and psychological well-being. Studies have evolved from merely identifying interpersonal intelligence as a construct to exploring its interplay with other cognitive and affective domains, such as empathy development, conflict resolution, and leadership potential in young learners (Agustin et al., 2021; Utsman et al., 2018). Furthermore, contemporary investigations emphasize the influence of socio-cultural contexts and digital environments on the cultivation of interpersonal abilities, underscoring the need for adaptive educational strategies that align with children's dynamic social interactions (Risma & Sondarika, 2022; U. A. Sari et al., 2021). Despite these advances, a notable research gap persists in the integration of interpersonal intelligence development with emerging pedagogical frameworks, particularly in early childhood education settings that emphasize holistic learning and culturally responsive teaching practices. The novelty of the present study lies in its exploration of interpersonal intelligence through the lens of early social adaptation, emphasizing not only the enhancement of social skills but also the cultivation of empathy and collaborative problem-solving within diverse learning environments, thereby contributing to the theoretical enrichment and practical application of multiple intelligences in contemporary education.

The objective of this study was to examine the relationship between the traditional *gobak sodor* game and the development of children's interpersonal intelligence. Gobak sodor, as a culturally rooted team-based game, necessitates constant interaction, strategic coordination, and collaborative decision-making among players, making it an ideal medium to foster interpersonal competencies in early childhood. This research aimed to investigate the extent to which participation in this traditional game contributes to the enhancement of children's abilities to communicate effectively, cooperate with peers, understand social cues, and resolve conflicts. By analyzing the correlation between active engagement in *gobak sodor* and the

development of these social skills, the study sought to provide empirical evidence on the potential of traditional games as an alternative pedagogical approach in nurturing interpersonal intelligence within the context of early childhood education.

2. METHOD

This research method uses a descriptive quantitative approach. likens the role of a theory in quantitative research to a rainbow that bridges or connects independent variables and dependent variables (Cresswell, 2014). The link between the variables studied and at the same time provide a comprehensive explanation of the independent variable and the dependent variable (Supratiknya, 2015). Descriptive statistics are statistics used to analyze data by describing the data that has been collected as it is without intending to make conclusions that apply to the public or general. This descriptive statistic can be used if the author only wants to describe the sample data, and does not want to make conclusions that apply to the population from which the sample was taken (Sugiyono, 2013). This research uses descriptive quantitative methods with a type of survey method with correlational statistical analysis. According to Sugiyono, the survey method is used to obtain data from a certain natural (not artificial) place, for example by circulating questionnaires, tests, structured interviews, and so on. In descriptive statistics, it can also be done to find the strength of a relationship between variables through correlation analysis (Sugiyono, 2013).

The purpose of this correlational research is a study to determine a relationship between the traditional game of *gobak sodor* and children's interpersonal intelligence. According to Sugiyono, correlation is a number that shows the direction and strength of the relationship between two or more variables. The direction is expressed in the form of a positive or negative relationship, while the strength of the relationship is expressed in the magnitude of the correlation coefficient (Rudini, 2016). This is in line with Asdar's opinion that correlation research is to detect the extent to which variations in a factor are related to variations in one or more other factors based on the correlation coefficient (Asdar, 2018). This study will describe the relationship between *gobak sodor* game and children's interpersonal intelligence. According to Paramita et al, correlational research is a study to determine the relationship and level of relationship between two or more variables without any attempt to influence these variables so that there is no manipulation of the variables (Paramita et al., 2021).

The research was conducted at Aisyiyah Sukodadi Kindergarten. The population in this study were children aged 5-6 years at Aisyiyah Lamongan Kindergarten. According to Sugiyono, population is a generalization area consisting of objects / subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions (Rudini, 2016). The sample used was at Aisyiyah Surabayan Kindergarten in Sukodadi. Sugiyono explained that the sample is part of the number and characteristics of the population (Rudini, 2016). Sampling by purposive sampling with a total sample of 35 children. Purposive sampling technique is a sampling technique with a certain consideration. This technique includes nonprobability sampling (Rudini, 2016).

Data collection techniques in this study were in the form of scale techniques, observation, and documentation. Data collection techniques determine the quality of a study. Asdar (2018) states that the data collection step is one stage that greatly determines the process and results of the research to be carried out. This data collection is an activity of using methods and instruments that are determined and tested for validity and reliability (Asdar, 2018). To complete the research data, observations will be made to obtain data on how the relationship between traditional *gobak sodor* games and interpersonal intelligence. Observations are made to measure the ability of children from both variables using a maximum score rating scale of 4, namely BB (Undeveloped) which is given a score of 1, MB (Starting to Develop) which is given a score of 2, BSH (Developing as Expected) is given a score of 3, and BSB (Developing Very Well) is given a score of 4. Before making observations to the subject the author first conducts validity and reliability tests to determine whether the instrument used is valid or not.

The instrument used in this research is the interpersonal intelligence observation sheet. Aspects of the observation sheet lattice to determine the development of interpersonal intelligence include the following. Aspects of speaking skills as many as 4 items, aspects of listening skills as many as 3 items, aspects of non-verbal communication skills (body language) as many as 2 items, aspects of non-verbal communication skills (gestures) 2 items, aspects of non-verbal communication skills (facial expressions) as many as 2 items, aspects of cooperation with groups as many as 2 items, aspects of love or empathy as many as 2 items, aspects of mutual cooperation as many as 1 item, aspects of sharing with others as many as 1 item, aspects of helping others as many as 2 items. According to Arikunto, instrument validity is a measure that shows the level of validity of an instrument. (Arikunto, 2006). The validity and reliability tests carried out through the spss application provide the results in Table 1.

Table 1. Result of Validity and Reliability Calculations

Item	Item-total statistics						
	Scale Mean if Item Delected	Scale Variance If item delected	Corrected Item-total Correlation	Cronbach's Alpha if Item Delected	R-tabel	Description	Cronbach's alpha
Ind 1	72.1000	40.645	0.602	0.930	0.361	Valid	0.933
Ind 2	72.1667	40.695	0.561	0.931	0.361	Valid	0.933
Ind 3	72.1333	40.464	0.614	0.930	0.361	Valid	0.933
Ind 4	72.2333	41.013	0.492	0.932	0.361	Valid	0.933
Ind 5	72.2333	39.909	0.672	0.929	0.361	Valid	0.933
Ind 6	72.4000	39.972	0.670	0.929	0.361	Valid	0.933
Ind 7	72.0667	40.892	0.582	0.930	0.361	Valid	0.933
Ind 8	72.0667	40.547	0.645	0.929	0.361	Valid	0.933
Ind 9	72.2000	40.166	0.638	0.929	0.361	Valid	0.933
Ind 10	72.2333	40.047	0.649	0.929	0.361	Valid	0.933
Ind 11	72.1000	40.921	0.554	0.931	0.361	Valid	0.933
Ind 12	72.2667	40.478	0.574	0.931	0.361	Valid	0.933
Ind 13	72.3333	39.954	0.659	0.929	0.361	Valid	0.933
Ind 14	72.3667	40.171	0.629	0.930	0.361	Valid	0.933
Ind 15	72.1000	40.714	0.590	0.930	0.361	Valid	0.933
Ind 16	72.1000	40.921	0.554	0.931	0.361	Valid	0.933
Ind 17	72.1000	40.783	0.578	0.931	0.361	Valid	0.933
Ind 18	72.3333	39.816	0.682	0.929	0.361	Valid	0.933
Ind 19	72.2333	40.254	0.615	0.930	0.361	Valid	0.933
Ind 20	72.1333	40.533	0.602	0.930	0.361	Valid	0.933
Ind 21	72.1000	40.438	0.639	0.930	0.361	Valid	0.933

Based on the results of the validity and reliability tests of the 21 item indicator statements, it was stated that all of them were valid and reliable to be tested in the field. The data analysis technique used in this study is to use IBM SPSS Statistical calculations. The statistical method is a scientific way to collect, compile and analyze data in the form of numbers and then draw correct conclusions from the data that has been analyzed (Ashadi, 2022). Data analysis techniques are directed at hypothesis testing to answer questions on the problem formulation. The data obtained from this research is from questionnaires and observations. From the data obtained, it is necessary to make a frequency distribution table to describe the frequency of each variable. To test the associative or relationship hypothesis, if the data used is in the form of intervals or ratios, the product moment correlation is used to examine the hypothesis of the relationship between one independent variable and one dependent variable (Sugiyono, 2013). In this study to determine the extent of the relationship between traditional games of *gobak sodor* and children's interpersonal intelligence using Pearson correlation calculations, before conducting a correlation test it is necessary to test the normality and linearity of the data first.

3. RESULT AND DISCUSSION

Result

In this data normality test, there are 35 respondents who will be analyzed for data normality. Of the 35 respondents tested there were 4 respondents who were outliers. So, there are 31 respondents left in the data. The results of normality test is presented in Table 2.

Table 2. Normality Test Results

Variable	Kolmogorov-Smirnov			Shapiro-Wilk	df	Sig.
	Statistic	df	Sig.	Statistic		
interpersonal	0.243	31	0.000	0.774	31	0.000

Based on the results of data processing calculations from the validity and reliability tests of the indicators that passed a total of 21 statement items. Then data collection and descriptive analysis were carried out, successfully finding table and graph findings from 21 indicator statement items from 31 respondents as presented in Table 3.

Table 3. Research Data on Children's Interpersonal Intelligence

Interpersonal					
		Frequency	**Percent**	**Valid Percent**	**Cumulative Percent**
Valid	86.00	1	3.2	3.2	3.2
	87.00	4	12.9	12.9	16.1
	88.00	5	16.1	16.1	32.3
	89.00	5	16.1	16.1	48.4
	90.00	2	6.5	6.5	54.8
	92.00	2	6.5	6.5	61.3
	98.00	2	6.5	6.5	67.7
	100.00	10	32.3	32.3	100.0
	Total	31	100.0	100.0	

From the data in Table 3, it can be interpreted that the single table data from 31 children include the following, value 86 has 1 frequency or the number of respondents or children. At the value of 87 as many as 4 children. Furthermore, at a value of 88 as many as 5 children. At the value of 89 as many as 5 children. Furthermore, at the value of 90 as many as 2 children. At the value of 92 as many as 2 children. And finally, the value of 100 as many as 10 children.

Table 4. JK Calculation of Child Interpersonal Data

Variable/Parameters	**Value**	
Maximum Score	100	
Minimum Score	86	
Range	14	
log	1.491362	
	4.921494	
	5.921494	6
Interval	2.333333	3

The data presented in Table 4 provides an analysis of children's interpersonal scores, highlighting key statistical values that describe their distribution. The maximum score achieved is 100, while the minimum score recorded is 86, resulting in a range of 14 points. This relatively small range suggests that the children's interpersonal abilities do not vary significantly and tend to be clustered within a high-performance level. The logarithmic value (log = 1.491362) is used as a transformation tool for further statistical calculations. Additional values, 4.921494 and 5.921494, appear to represent intermediary statistical measures, possibly related to standard deviation or distribution calculations. The interval value of 2.333333 suggests that the data is divided into approximately three distinct levels or categories. This structured classification helps in understanding variations in children's interpersonal abilities, providing insights into the overall trends and consistency in their social interactions.

Table 5. Calculation of Category

Category	**Interval**	**Frequency**	**Percent**	**Cumulative Percent**
1	88 - 90	17	54.83871	54.83870968
2	90 - 92	2	6.451613	61.29032258
3	92 - 94			
4	94 - 96			
5	96 - 98	2	6.451613	67.74193548
6	98 - 100	10	32.25806	100
		31	100	

The data presented in Table 5 provides an analysis of the distribution of scores across categorized intervals, showing how children's interpersonal scores are grouped and their corresponding frequencies and percentages. The largest proportion of children (54.84%) fall within the 88–90 score range, indicating that most students demonstrate interpersonal skills within this category. The next significant group (32.26%) falls within the 98–100 range, suggesting that a notable number of students exhibit very high interpersonal abilities. Smaller proportions of students are found in the 90–92 and 96–98 intervals, each comparising 6.45% of the total sample. Interestingly, no students scored within the 92–94 and 94–96 intervals, indicating a gap in the distribution of interpersonal scores. The cumulative percentage column shows that 67.74% of students have scores below 98, while the remaining 32.26% fall into the highest

scoring category. This distribution suggests that while the majority of students score within the lower range of the dataset, a substantial portion still achieves excellent interpersonal abilities.

The correlation test uses the basis for decision making if the significance value <0.05 then it is correlated or there is a relationship, if the significance value> 0.05 then it is not correlated or related. Or if the Pearson correlation value is greater than the r table, it is related, and vice versa if the Pearson correlation value is smaller than the r table, it is not related. In the relationship degree guidelines, if the Pearson correlation value is 0.00 to 0.20 = no correlation, 0.21 to 0.40 = weak correlation, 0.41 to 0.60 = moderate correlation, 0.61 to 0.80 = strong correlation, and 0.81 to 1.00 = perfect correlation. Based on the results of the correlation test calculation, it can be seen that the significance value is 0.000. Based on the basis of decision making 0.000 <0.05, it means correlated or related. Also seen from the Pearson correlation value of 0.810, it means that the type of relationship between variables x and y is perfectly correlated with a positive degree.

Discussion

From the results of the validity and reliability of the indicators that passed a total of 21 statement items. Furthermore, the observations of speaking skills indicators include children being able to chat with their friends, children greeting their friends, children greeting their teachers, and children chatting with their teachers. Furthermore, the indicators of listening skills include children being able to listen to their friends when telling stories, children giving feedback when their friends tell stories, and children answering when their friends invite them to chat. In the indicator of nonverbal communication skills (body language), among others, children are able to understand the body language of their friends and children are able to understand the body language of their teachers. In the indicator of non-verbal communication skills (gestures), among others, the child is able to understand his friend's gestures and the child is able to understand the teacher's gestures. Furthermore, the indicators of non-verbal communication skills (facial expressions) include the child being able to understand his friend's facial expressions and the child being able to understand his teacher's facial expressions. Furthermore, the indicator of a game that cooperates with the group, among others, the child is able to join in group games and the child is able to be actively involved in group games. In the indicators of affection or empathy, among others, children are able to feel what their friends feel when they are sad and children are able to feel what their teachers feel when they are sad. Furthermore, in the mutual cooperation indicator, the child is able to do mutual cooperation with his friends. In the indicator of sharing with others, the child is able to share toys with his friend. Furthermore, the indicator of sharing with others is that the child is able to share toys with his friend. Finally, in the indicator of helping others, among others, the child is able to help his friend when he needs help and the child is able to help his teacher who needs help.

Based on the results of the correlation test, the type of relationship owned is a perfect correlation with a positive degree. So, it can be concluded that this traditional game of *gobak sodor* has a positive relationship to interpersonal intelligence. This is in line with the opinion of Ardini & Lestariningrum Playing that can help stimulate children's interpersonal intelligence is one of the traditional games. The game of *gobak sodor* is one of the traditional games played by teams. Kurniawan stated that village children in the past often played the game of *gobak sodor* at night when the moon was full. The purpose of this game is to fill spare time, improve team cohesiveness, increase the degree of physical fitness and become a means of socializing (Kurniawan, 2019). Hidayah & Dini explained that the game of *gobak sodor* is a game played in teams with teamwork, there are two teams in the game of gobak sodor, team one is the guard team and the second team is the team that plays. This game is usually played in a rectangular open field which is divided into 6 squares and direct boundary lines by scratching the ground or chalk. In the game of *gobak sodor* there are several elements of skill mastery including technical skills, tactical skills, physical skills, and mental strength. In addition, *gobak sodor* also has values in the game, among others, the value of honesty, the value of sportsmanship, the value of cooperation, the value of setting strategies, the value of leadership (Hidayah & Dini, 2021).

This traditional game of *gobak sodor* can stimulate children's development, among others, the physical abilities of children become strong because of running, then social adjustment skills are good because they have self-confidence, self-esteem, are open when playing gobak sodor, cooperation skills also develop well because of the coordination of playing in a team team, and sportsmanship skills, namely children will have the ability to admit defeat in playing (Ardini & Lestariningrum, 2018).

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sodor also has values in the game, among others, the value of honesty, the value of sportsmanship, the value of cooperation, the value of setting strategies, the value of leadership (Hidayah & Dini, 2021).

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The advantage of *gobak sodor* is that it is an interesting and fun game to play. Interesting because this game is easy to implement, in this game children can feel the tension, children can also feel and learn a sense of togetherness with their group of friends, besides that, the game of *gobak sodor* can train agility and agility. The game is fun to play so that children do not feel bored to play. Based on the results of this study, it can be concluded that the traditional game of *gobak sodor* is one of the correlated or related factors that affect the interpersonal intelligence of group B children at Aisyiyah Surabayan Kindergarten, Sukodadi, Lamongan, East Java.

4. CONCLUSION

The results of research on traditional games of *gobak sodor* with children's interpersonal intelligence are stated to be perfectly correlated with a positive degree. So it can be concluded that the traditional game of *gobak sodor* has a positive relationship to the interpersonal intelligence of group B children at Aisyiyah Surabayan Kindergarten, Sukodadi District, Lamongan Regency, East Java Province.

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