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IMPROVING COOPERATION SKILLS THROUGH THE TRADITIONAL GAME OF GOBAK SODOR FOR CHILDREN AGED 5-6 YEARS AT NURUL IMAN MERUYA ISLAMIC KINDERGARTEN IN SOUTH WEST JAKARTA

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Abstract

This study aims to improve early childhood cooperation skills through the application of the traditional game *Gobak Sodor* at Nurul Iman Islamic Kindergarten, South Meruya, West Jakarta. The research employs a Classroom Action Research (CAR) method using the spiral model by Kemmis and McTaggart, conducted over two cycles. The subjects were 20 children in group B, aged 5–6 years. Data were collected through participatory observation using cooperation skill indicators, documentation, and field notes, and were analyzed descriptively using both quantitative and qualitative approaches. The results showed an increase in children's cooperation skills from 35% in the pre-cycle phase to 63% in the first cycle, and further to 91% in the second cycle. Improved cooperation indicators included the ability to share, take turns, help peers, follow rules, and communicate effectively within a group. These findings indicate that *Gobak Sodor* is an effective and culturally rooted learning medium for fostering social development in early childhood education. The study implies that early childhood educators should integrate traditional games into learning activities to promote cooperative behavior, empathy, and social communication. Teachers are also encouraged to actively guide and reflect on the play process to maximize social development outcomes.

Keywords: Collaboration, Gobak Sodor, Class Research

Abstrak

Penelitian ini bertujuan untuk meningkatkan kemampuan kerjasama anak usia dini melalui penerapan permainan tradisional Gobak Sodor di TK Islam Nurul Iman, Meruya Selatan, Jakarta Barat. Metode yang digunakan adalah Penelitian Tindakan Kelas (PTK) model spiral dari Kemmis dan McTaggart yang dilaksanakan dalam dua siklus. Subjek penelitian terdiri dari 20 anak kelompok B usia 5–6 tahun. Data dikumpulkan melalui observasi partisipatif menggunakan indikator kemampuan kerjasama, dokumentasi, dan catatan lapangan, serta dianalisis secara deskriptif kuantitatif dan kualitatif. Hasil penelitian menunjukkan peningkatan kemampuan kerjasama anak dari pra-siklus sebesar 35%, menjadi 63% pada siklus I, dan meningkat lagi menjadi 91 % pada siklus II. Indikator kerjasama yang mengalami peningkatan meliputi kemampuan berbagi, bergiliran, membantu teman, mematuhi aturan, dan berkomunikasi dalam kelompok. Temuan ini menunjukkan bahwa permainan Gobak Sodor efektif sebagai media pembelajaran sosial yang menyenangkan dan berbasis budaya lokal. Implikasi dari penelitian ini menekankan pentingnya integrasi permainan tradisional dalam pembelajaran anak usia dini untuk menumbuhkan sikap kooperatif, empati, dan komunikasi sosial. Guru disarankan untuk aktif membimbing dan merefleksikan proses bermain guna mengoptimalkan perkembangan sosial anak.

Keywords: Kerjasama, Gobak Sodor, Penelitian Kelas

INTRODUCTION

Childhood is a golden period in individual development that includes cognitive, social, emotional, and motor skills. At this stage, children are very active in exploring the environment and building social interactions. One of the important aspects of early childhood social development is the ability to collaborate, which is the ability to interact, share, and complete tasks together in a group. Good cooperation will support the formation of tolerance, empathy, and effective communication skills, which are important foundations in community life (Hadaina, 2021).

Traditional games as the cultural heritage of the Indonesian nation store educational values that can be used in the early childhood learning process. In addition to being fun and inexpensive, traditional games naturally stimulate social interaction between people, teaching roles, rules, and solidarity in groups. Games such as gobak sodor, engklek, and dragon snake, for example, require children to work together, help each other, and strategize together. This makes traditional games a potential medium in fostering an attitude of cooperation in children, especially in the Kindergarten (Fauziah, 2019) environment.

However, technological developments and changes in urban lifestyles have caused traditional games to be displaced by individualistic digital games. As a result, children become less trained in building direct social interactions and experience obstacles in developing cooperative attitudes. Seeing this phenomenon, it is important to re-elevate traditional games as part of early childhood learning strategies, especially in order to foster social values (Iswinarti, 2017).

Based on this background, this research was conducted at Nurul Iman Islamic Kindergarten in West Jakarta, an early childhood education institution that began to integrate traditional games in its learning activities. The main focus of this study is to examine how traditional games can be an effective medium in developing cooperation in kindergarten children in the institution (Kamelia, 2025).

This research is expected to make a theoretical and practical contribution, both for educators, parents, and schools, in optimizing local culture-based learning methods that support early childhood social development.

METHODS

This study uses the Classroom Action Research (PTK) approach with a spiral model developed by Kemmis and McTaggart. This model was chosen because it provides flexibility for researchers to design, implement, evaluate, and reflect on learning actions in a systematic and repetitive manner. This approach aims to improve children's cooperative skills through the application of traditional games, especially the game of Gobak Sodor (Sujiono, 2014).

The research was carried out collaboratively between the researcher and the classroom teacher at the Nurul Iman Meruya Selatan Islamic Kindergarten, West Jakarta, which is the location of the research. The subjects in this study are group B children aged 5 to 6 years, with a total of 20 students. This research lasted for seven months, from June 2024 to January 2025. During this time span, research activities were carried out in two cycles, each cycle consisting of several meetings.

The stages of implementing PTK include four main steps. First, the planning stage, where the researcher and the teacher prepare a Daily Learning Implementation Plan (RPPH), prepare Gobak Sodor media and play equipment, and prepare an observation instrument containing indicators of children's cooperative ability. The second stage is the implementation of actions, where children are introduced and invited to play Gobak Sodor in a fun atmosphere, while being directed to apply the values of cooperation (Sanjaya, 2013). Third, the observation stage, which is the observation made by researchers and teachers of children's behavior during the activity, using instruments that have been prepared. Fourth, the reflection stage, which is a joint evaluation process to assess the success of actions and design improvements in the next cycle (Kemmis & McTaggart, 1988).

The data collection technique was carried out through participatory observation using observation sheets based on indicators of early childhood cooperation ability. The observed indicators include seven main aspects, namely the ability to play together, share and take turns, communicate with friends, show mutual help, obey agreed rules, show empathy in the group, and the ability to resolve conflicts positively (Piaget, 1962; Vygotsky, 1978). In addition to observation, documentation in the form of photos of activities and field records is also used to enrich qualitative data, in accordance with the principle of data triangulation suggested by Denzin (2009).

Data analysis was carried out descriptively, quantitatively, and qualitatively. Quantitative data in the form of observations on child cooperation indicators are calculated in the form of percentages to see an increase in each cycle. Meanwhile, qualitative data was analyzed through reflection on field records and documentation, to illustrate changes in children's behavior and responses during the learning process. This descriptive

analysis also refers to the PTK data analysis model which prioritizes understanding of the local context and reflection on field practices (McNiff, 2013).

The criteria for the success of the action in this study are determined if at least 75% of the children show an improvement in the indicators of cooperation ability that have been set. Thus, the game of Gobak Sodor as part of traditional games is expected to be an effective learning medium in developing social aspects and early childhood cooperation.

RESULT AND DISCUSSION

1. Initial Description of the Condition of Children's Cooperative Ability

Based on the results of initial observations in the Kindergarten B group consisting of 20 children, data was obtained that as many as 12 children (60%) showed low cooperation skills. This can be seen from the behavior of children who are less able to share, impatient to wait for their turn, reluctant to work together in groups, and lack of empathy when playing in groups

2. The Process of Improving Cooperation Skills through Gobak Sodor Games

The research was conducted in two cycles with each consisting of five meetings. The Class Action Research Model (PTK) used refers to the stages of Kemmis and McTaggart: planning, action, observation, and reflection.

a. Pre-Cycle

In the pre-research stage, the researcher has not carried out any action or collaboration with collaborators. The activities carried out were only in the form of observations, interviews, and documentation related

to children's cooperative abilities through the traditional game of gobak sodor for children aged 5-6 years. The researcher began the preparation of the study by determining the age limit of the child to be studied, namely children aged 5-6 years. This activity involved 12 children from group B, as well as classroom teachers as collaborators in the research.

The pre-cycle learning process is carried out in one meeting scheduled for Monday, June 1, 2024. At this meeting, the researcher made observations after the learning hours were over. The learning process began with a joint prayer, followed by ice breaking to melt the atmosphere, and then the researcher gave directions to the children about the traditional game of gobak sodor to be introduced. The researcher then gave an example of how to play gobak sodor to children.

After the demonstration, learning continued with the children trying the game. Full documentation related to this activity can be found in the appendix.

Table 1

Pre-Cycle Cooperation Capability Data

Number	Name	Pre-Cycle		Remarks
		Score	Introduce yourself	
1	AMS	17	50%	MB
2	HNS	14	35%	BB
3	MAM	12	30%	MB
4	VKH	12	30%	BB
5	ZIA	14	35%	BB
6	AZS	14	35%	BB
7	AA	12	30%	BB

8	ASR	12	30%	BB
9	KPT	17	50%	MB
10	MZS	14	35%	MB
11	VSH	12	30%	BB
12	RGW	12	30%	MB
Amount		162	420%	BB (Not yet developed)
Average		13,5	35 %	

The results of observations at the pre-cycle stage showed that there were 4 children who obtained the highest score with a percentage of 45%. Based on the assessment criteria, these children are categorized in the "starting to develop" level. Meanwhile, the average score obtained was 35%, which shows that children's cooperative ability in the traditional game of gobak sodor at this pre-cycle stage still does not show a significant improvement. Thus, it can be concluded that at this pre-cycle stage, the cooperative ability of children aged 5-6 years at Nurul Iman Meruya Selatan Islamic Kindergarten, West Jakarta, has not experienced a significant increase.

b. Cycle I

In cycle I, children are introduced to the traditional game of Gobak Sodor and are involved in hands-on practice. The results of the observation showed that there was an increase in cooperation ability from the pre-cycle average score of 35% to 63% at the end of the first cycle and there were 2 children who had the highest percentage of 70%.

Table 2
Cycle 1 Cooperation Capability Data

Number	Name	1	2	3	4	Score	%	Remark
1.	AMS	20	32	41	50	143	63%	BSH
2.	HNS	25	35	40	53	153	68%	BSH
3.	MAM	25	30	45	52	152	67%	BSH
4.	VKH	25	30	35	40	130	58%	BSH
5.	VSH	23	25	35	50	133	59%	BSH
6.	ZIA	25	30	35	45	135	60%	BSH
7.	AZS	30	35	40	52	157	70%	BSH
8.	AA	25	32	45	50	152	67%	BSH
9.	ASR	25	27	30	50	132	58%	BSH
10.	KPT	27	35	45	50	157	70%	BSH
11.	MZS	23	26	48	50	147	65%	BSH
12.	RGW	25	30	35	45	135	60%	BSH
Amount						1.726	765%	BSH (Growing as expected)
Average						14,38	63%	

The child begins to show progress in terms of:

1) Play together cooperatively
2) Obey the rules of the game
3) Helping each other in groups

Figure 1
Children doing the Traditional Game of Gobak Sodor

However, there are still several obstacles, including that children are not optimal in resolving conflicts and not all children have shown empathy and effective communication during play.

c. Cycle II

In cycle II, the approach used emphasizes more on providing concrete examples and a clearer division of roles in the group. Children are also given positive reinforcement (praise and simple rewards) for cooperative behavior.

Figure 2
Children Listening to Explanations from Researchers and Doing the Traditional Game of Gobak Sodor

Table 3
Data on the ability of Cycle II cooperation

Number	Name	1	2	3	4	Total	Percentage	Remark
1.	AMS	48	50	53	56	207	92%	BSB
2.	HNS	45	48	52	55	200	89%	BSB
3.	MAM	43	52	54	56	206	91%	BSB
4.	VKH	46	53	54	56	209	93%	BSB
5.	VSH	47	52	54	55	208	92%	BSB
6.	ZIA	48	53	55	56	212	94%	BSB
7.	AZS	44	54	56	56	210	93%	BSB
8.	AA	46	52	54	56	208	92%	BSB
9.	ASR	40	51	53	56	200	89%	BSB
10.	KPT	45	50	55	56	206	91%	BSB
11.	MZS	47	52	54	56	209	93%	BSB
12.	RGW	42	50	53	55	200	89%	BSB
Amount						2.475	1.098%	BSB (Very Well Developed)
Average						20,62	91%	BSB (Very Well Developed)

As a result, there was a significant increase to 91%. Almost all children show:

1) Sharing and turnability
2) Willingness to help friends while playing
3) More active and expressive communication
4) Understanding and adherence to the rules of the game

3. Recapitulation of Improvement Results
   a. Pre-Cycle: 35 %

b. Cycle I: 63%
c. Cycle II: 91 %

Cumulatively, the increase from pre-cycle to cycle II reached 56%. This value exceeds the set success indicator, which is at least 75%, so it can be concluded that the actions taken have succeeded in improving children's cooperative skills.

The results of this study show that the traditional game of Gobak Sodor is able to improve cooperation skills in early childhood. This is in line with the theory of social development which states that through group play, children learn cooperative values such as helping, obeying rules, and empathizing with friends.

Gobak Sodor creates a situation that encourages children to interact with each other, strategize together, and support each other in achieving group goals. In this context, aspects of the child's social-emotional, psychomotor, and language development are facilitated naturally.

In terms of emotional and cognitive engagement, children show improvements in indicators:

1. Enthusiasm for playing together
2. Understanding of the rules of the game
3. Ability to resolve conflicts positively

This research also shows that fun activities, such as playing Gobak Sodor, can be an effective pedagogical approach in developing soft social skills in early childhood.

These findings are strengthened by previous research such as those conducted by Fauziah et al. (2019) and Risnajayanti (2023) who both show that

traditional games are effective in improving children's social skills and cooperation.

The implication of the results of this study is that early childhood teachers are advised to integrate traditional games into learning as a method of children's social development. In addition, the active involvement of teachers in guiding and reflecting on the playing process is essential to achieve maximum results

CONCLUSION

The traditional game of gobak sodor has proven to be effective as a medium for developing cooperation skills in children aged 5-6 years at Nurul Iman Meruya Selatan Islamic Kindergarten, West Jakarta. Through the Classroom Action Research (PTK) approach with the Kemmis and Taggart models, children's cooperation skills have increased significantly. This is shown through an increase in the percentage of achievement of cooperation indicators from 42% in the pre-cycle, to 60% in the first cycle, and increased again to 76.1% in the second cycle. Thus, the target of the success of the action (at least 75%) has been achieved.

The improvement includes several important aspects of children's cooperative skills such as the ability to play together, share and take turns, communicate with friends, show mutual help, follow the rules of the game, show empathy, and resolve conflicts positively. The collaborative game of gobak sodor encourages children to actively interact with their peers, learn to strategize, and foster a sense of responsibility, honesty, and sportsmanship.

Thus, it can be concluded that the traditional game of gobak sodor is very relevant and useful as a contextual learning strategy to develop social skills,

especially cooperation in early childhood in a fun and meaningful learning environment.

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