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# Improving Early Childhood Emotional Intelligence Through Traditional "Balogo" Games in Kindergartens

Darman Manda<sup>1</sup>, Kartika Fajriani<sup>2</sup>, Dyan Paramitha Darmayanti<sup>3</sup>

<sup>1,3</sup> Makassar State University, Makassar, Indonesia

<sup>2</sup> Nahdlatul Ulama University, East Kalimantan, Indonesia

Correspondence: Kartika Fajriani, Nahdlatul Ulama University, East Kalimantan, E-mail:  
fajriani.kartika111@unukaltim.ac.id

## Abstract

Emotional intelligence is a determinant of individual success. However, today's emotional intelligence is fading. Early childhood is the foundation for the development of individual potential and intelligence. Thus, the urgency needs to be taken special action. The focus of this research is to improve the emotional intelligence of early childhood through the traditional game "Balogo". This research was conducted at Dharma Bahagia Kindergarten, Samarinda through an experimental design. The average N-Gain result in the experimental class in this study was 76% which was categorized as a high level, and the category of effectiveness level included in the effective or increasing category. This means that the treatment of traditional Balogo games has a fairly effective effect on improving early childhood emotional intelligence. Meanwhile, the average N-Gain result in the experimental class in this study was 16% which was categorized as low level, and the foe category of effectiveness level included in the ineffective/not increasing category. This means that if children are not given any treatment (control) it will not increase emotional intelligence based on the results of the pretest and posttest in early childhood.

**Keywords:** Emotional Intelligence, Balogo, and Traditional Games

## 1. Introduction

Most teaching goals are to create intelligent people, frankly, and deeply develop human identity. School as an instructive school has an ethical obligation to teach children to be intelligent and brilliantly agree with the wishes of their guardians and society. The role of the teacher is very vital in the formation of a child's identity because the teacher's job is not only to teach but also to teach. The teacher's task as a teacher is to help children gather the information that is useful for children and society to have good character and identity the instructive goals, in particular, to create the potential for students to have insight, identity, and commendable morals. (SISDIKNAS Law, 2003).

Current technological developments also affect the activities and types of games that children will choose. Children are more interested in digital-based games such as online games, play stations, and video games. It's not uncommon for us to observe children around us who gather on street corners while playing online games. The presence of these digital games resulted in the erosion of traditional games that used to develop around us.

The reduction of traditional games in the child's environment can affect the child's intelligence. Currently, with smartphones, children are increasingly nurtured with negative behavior. The negative impacts of smartphones include children becoming selfish, arrogant, unstable, pessimistic, and lonely (Aswadi, 2019).

Indonesia has quite a lot of traditional games, as an ancestral heritage that contains a lot of moral values. Has great benefits for the world of children. Children can learn and gain new experiences and train other skills (Widodo et al., 2017). These traditional games are unique so the use of certain games for the learning process is the right thing to do to stimulate children's development (Syamsurrijal, 2020). Through educational traditional games, it will help children develop various aspects of development in a holistic and integrated manner and develop various positive characteristics (Hapidin, 2016).

The position of PAUD is obliged to create all forms of potential related to children's insight in a general sense to plan the ability of children's survive in their current environment and the future. This was confirmed by Langeveld (1980) that in teaching early childhood it is very important to create passionate insights because increasing children's enthusiastic insight is one of the main perspectives that determine the happiness of a child's life path in the future. Goleman (2001) gives the meaning that the teacher's task as a facilitator in early childhood learning is to plan to develop passionate insights in each child.

In essence, to see the achievement of the goals of early childhood education can be seen from the development of children at the age of 5-6 years because at that age it can be a transitional period for students to end early childhood education. and must be prepared to experience driving instruction at the school level. base. Furthermore, children who are in a transitional position should be given the serious emphasis on developing passionate insights.

The term feeling is closely related to sentiment. The true frame of feelings cannot be seen by anyone, including the person who is dealing with the feelings themselves. However, everyone who experiences the sentiment can feel this form of sentiment. Thus, the feeling is an expression of physical development that reflects sentiment from within a person (Mashar, 2011).

Insight is a person's expertise that can be seen from the speed and accuracy in supervising his ability to act (Goleman, 2001). Speed and accuracy are related to a person's ability to deal with a problem that he handles himself and is shown by activities within a period according to his abilities.

According to Mashar (2011), children's emotional intelligence can be in the form of a child's ability to realize, control, and monitor the feelings that occur within him and provide activity through self-attitude to achieve his happiness. Based on this understanding, it can be translated that the introduction of children's enthusiastic insights can determine children's happiness. Experts explain that the basic potential that needs to be instilled in children from an early age is emotional intelligence. Children's emotional intelligence is important in determining how a child's attitude will be when he becomes an adult (Abel and Prihastuti, 2013).

Playing and recreation are synonymous with the world of children. Playing is one of the desires of the child's body. Through this game, children get developmental encounters that are useful for their development and improvement. Besides that, traditional games can develop children's personal and social skills. Traditional games are very important in increasing children's emotional intelligence. Based Traditional is often related to teamwork, self-

management of emotions, the desire to win games, accepting defeat, and social relations with friends and neighbors in traditional games. As well as traditional games are also related to local culture (Mega et al., 2018).

Examples of some traditional games played by children in Indonesia include Five Basic ABC, Sack Race, Fortress, Bekel Ball, Stilts, Engklek, Gobak Sodor, Balogo, and Marbles. Traditional games are closely related to cultural values in Indonesia (Izatil and Pratiwi, 2017). The traditional games in this study are more focused on the Balogo game originating from South Kalimantan which is a type of game that contains cultural values which are essentially ancestral heritage.

Learning media in PAUD is more oriented to the form of game tools. Playing in early childhood is a way for children to learn, playing is a learning tool for early childhood. Through games, children are invited to explore, find, use, and draw conclusions about the objects around them. Sabil means that children learn is closely related to play tools. Based on this, it is necessary to use learning media to educate early childhood through educational game tools. The meaning of the Balogo game is not only fun and can be a cultural heritage, the Balogo game also contains a myth as well as a noble philosophy as a game tradition inherited from the ancestors of the Dayak tribe in South Kalimantan.

Lubis (2018) and Khadijah (2018) provide thoughts on increasing the emotional intelligence of children in Indonesia, especially the Kalimantan people, namely through the application of the traditional Balogo game because the traditional Balogo game is related to teamwork, self-management of emotions, the desire to win the game, acceptance, defeat, as well as social relations with friends and neighbors in carrying out traditional games related to factors in emotional intelligence.

Adriana (2013) also argues that "Games are a very appropriate stimulation for children." Educational games for early childhood are traditional games. Traditional games are inherited from generation to generation to continue the traditions in each of these regions (Bishop & Curtis in Iswinarti, 2010). The nature of traditional games is more emphasized in the process of using nature as a place or media for playing. Spencer in Seefeldt (1996) and Rochmah (2012) argue that playing for children is an outpouring of energy from within the child itself which tends to be seen as excessive. Traditional games can be used as a medium or a place for children to pour out their excess energy with fun actions.

According to the current perception of analysts, it is rare to find children playing traditional recreations as they are dislodged by high-tech entertainment such as gadgets that offer a variety of more outlandish entertainment. In contrast to students at the Dharma Bahagia Kindergarten in Samarinda, in the morning before entering class to start the core activities, students after finishing the morning exercise continue to play traditional games, besides that when they come home from school wait for their parents to come pick them up, they can still see the students who play traditional games in the yard accompanied by picket teachers.

This incident attracted the attention of observers to conduct research related to increasing children's enthusiastic insight and diverting conventional "Balogo". So that in this study, the analysts are centered on thinking about broadening the enthusiastic insights of children aged 5-6 years through the traditional Balogo game at Dharma Bahagia Kindergarten, Samarinda.

The previous research review by Gundana (2016) was a study entitled Improving Early Childhood Emotional Intelligence Through Traditional Games "Kaulinan Barudak" in Kindergarten. The essence of this research is to trace the intelligence of early childhood through the conventional diversion of "kaulinan barudak". This research was conducted at Pembina State Kindergarten and Nurul 'Ilmi Kindergarten, Tasikmalaya City through a quasi-experimental plan. The results showed that there was a fundamental difference between increasing the interest

insights of children aged 5-6 years at TK Negeri Pembina Kota Tasikmalaya and increasing the insights of interests of children aged 5-6 years at TK Nurul 'Ilmi Tasikmalaya Kota with a certainty level of 95%.

Furthermore, previous research by Priono (2022) entitled "Socialization of Increasing Emotional Intelligence and Sports Ability Through Traditional Game Activities for MTs Mulia Private Sei Balai Batu Bara students". This study aims to socialize traditional games to parents of Madrasah Tsanawiyah students to develop Sports to Abilities emotional Intelligence for MTs students. The activity method carried out was providing counseling in the form of face-to-face meetings by complying with health protocols and which were attended every 30 participants consisting of teachers, students, and parents of students. The results of the questionnaire showed that 5% of students had never played traditional games, 65% stated the importance of traditional games to improve emotional intelligence, and 60% of parents and teachers believed that traditional games could improve sports abilities. This study has the conclusion that traditional games based on the perspective of students' parents are still very important to be preserved because they can increase emotional intelligence which will be useful for the future.

### *1.1. Emotional Intelligence Theory*

The Oxford Dictionary reference characterizes feeling or emotion as any movement or variation of contemplation, sentiment, or interest (mental state of being wild or energized). Feelings refer to feelings and their usual considerations, organic and mental states, and dispositions to act (Goleman, 2015: 409).

While Santrock says that feelings or emotions can be in the form of feelings or love that arise when the individual is in a situation or interaction that is considered critical by him which represents comfort or discomfort with the situation or interaction that is being experienced. (Santrock, 2007: 6-7).

The term emotional intelligence was first coined in 1990 by analysts Diminish Solvey of Harvard College and John Mayer of the College of Unused Hampshire to describe the quality of passion that appears to be important for winning. These qualities combine; affection, communication and understanding sentiment, anger control, autonomy, flexibility, speech, interpersonal problem-understanding ability, persistence, solidarity, neighborliness, and respect (Uno, 2012: 102).

Emotional intelligence is full attention to one's feelings and the feelings of others, sympathy, and compassion rive driven by the ability to respond appropriately to happy and pitiful situations (Yusuf and Nurishan, 2014: 242). The enthusiastic insight perspective in this thought is divided into 5 categories, namely: Self-awareness, controlling feelings, encouraging oneself, sympathizing, and establishing social relationships.

## **2. Method**

This research method was carried out using one group pretest-posttest which is an experimental research design. In this sense, the two groups (experimental and control groups) are homogeneous based on the results of the homogeneity test before the test and experimental/trial exercises and their treatment as done in the experimental lesson, whereas in the control lesson the preparation for learning is linked through regular diversion. To be clearer, you can see an overview of the Nonequivalent Pretest-Posttest Control Group Design based on Creswell (2010):

Table 1: Nonequivalent Pretest-Posttest Control Group Design

<b>Group</b>	<b>Pretest</b>	<b>Treatment</b>	<b>Posttest</b>
Experiment (B1)	O1	X	O2
Control (B2)	O3	-	O4

Source: (Creswell, 2010)

Information:

O1: Experimental Group Pre-test

O3: Control Group Pre-test

X: Treatment (traditional games (Balogo))

--: No Treatment (Conventional games)

O2: Post-test Experiment Group After Treatment.

O4: Post-test Control Group without Treatment

This method is used to determine the increase in emotional intelligence through the traditional Balogo game for children aged 5-6 years in group B1 and group B2 at Dharma Bahagia Kindergarten Samarinda with the direct, objective observation of children's activities to collect data as material for analysis.

### 3. Results

Based on the results of data analysis on the emotional abilities of children aged 5-6 years, it was found that children aged 5-6 years before the application of traditional games in learning activities can be classified based on the indicators of emotional intelligence itself.

Table 2: Achievement of Children's Emotional Intelligence Ability (Pre-test) Experiment Class

<b>Category</b>	<b>Aspects of Emotional Intelligence Ability</b>									
	<b>Realizing themselves</b>		<b>Manage emotions</b>		<b>Motivating themselves</b>		<b>Be Empathic</b>		<b>Establish social relationships</b>	
	<i>f</i>	%	<i>f</i>	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>
<b>VWD</b>	10	67%	5	0	0%	0	0%	4	27%	0
<b>DAE</b>	5	33%	7	9	60%	9	60%	11	73%	13
<b>SD</b>	0	0%	3	6	40%	6	40%	0	0%	2
<b>UD</b>	0	0%	0	0	0%	0	0%	0	0%	0
<b>Total</b>	15	100	15	15	100	15	100	15	100	15

Information:

VWD: Very Well Developed

DAE: Developed As Expected

SD: Start Developing

UD: Undeveloped

Based on Table 2 on the achievement of emotional intelligence abilities of children aged 5-6 years through the traditional Balogo game, for the aspect of self-awareness there are 10 students (67%) who are in the VWD category (Very Well Developed), and 5 children students (33%) are in the DAE category (Developing According to Expectations). For the aspect of the ability to manage their own emotions, there are 5 students (33%) in the VWD category, 7 students (47%) in the DAE category, and 3 students (20%) in the SD category (Starting to Develop). In the aspect of the ability to motivate oneself, there are 12 students (80%) in the DAE category, and 3 students (20%) are in the SD category. In the aspect of the ability to be empathetic, there are 9 students (60%) who are in the DAE category, and 6 students (40%) are in the SD category. For the aspect of the ability to establish social relations, there are 3 students (20%) in the DAE category, and 12 students (80%) are in the SD category.

Table 3: Achievement of Children's Emotional Intelligence Ability (Post-test) Experiment Class

Category	Aspects of Emotional Intelligence Ability									
	Realizing themselves		Manage emotions		Motivating themselves		Be Empathic		Establish social relationships	
	<i>f</i>	%	<i>f</i>	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>
<b>VWD</b>	14	0.93	13	9	0.60	9	0.60	4	27%	0
<b>DAE</b>	1	0.07	2	6	0.40	6	0.40	11	73%	13
<b>MB</b>	0	0.00	0	0	0.00	0	0.00	0	0%	2
<b>UD</b>	0	0.00	0	0	0.00	0	0.00	0	0%	0
<b>Total</b>	15	100	15	15	100	15	100	15	100	15

Based on Table 3 on the achievement of emotional intelligence abilities of children aged 5-6 years through the traditional Balogo game, for the aspect of self-awareness there are 14 students (93%) who are in the VWD category, there is still 1 student (7%) is in the DAE category. For the aspect of the ability to manage one's own emotions, there were 13 students (87%) who were in the VWD category, there were still 2 students (13%) who were in the DAE category. In the aspect of the ability to motivate oneself, there are 11 students (73%) who are in the VWD category, there are still 4 students (27%) who are in the DAE category. In the aspect of the ability to be empathetic, there are 9 students (60%) who are in the VWD category, there are still 6 students (40%) who are in the DAE category. For the aspect of ability to establish social relations, there were 12 students (80%) who were in the VWD category, there were still 2 students (13.3%) who were in the DAE category, and 1 student (6.66%) who were in SD.

Table 4: Achievement of Children's Emotional Intelligence Ability (Pre-test) Control Class

Category	Aspects of Emotional Intelligence Ability									
	Realizing themselves		Manage emotions		Motivating themselves		Be Empathic		Establish social relationships	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	<i>f</i>	%	<i>f</i>	%	<i>f</i>
<b>VWD</b>	10	67%	4	27%	0	10	67%	4	27%	0
<b>DAE</b>	5	33%	11	73%	13	5	33%	11	73%	13
<b>SD</b>	0	0%	0	0%	2	0	0%	0	0%	2
<b>UD</b>	0	0%	0	0%	0	0	0%	0	0%	0
<b>Total</b>	15	100	15	100	15	15	100	15	100	15

Based on Table 4 on the achievement of emotional intelligence abilities of children aged 5-6 years through no treatment (control), for the aspect of self-awareness there were 10 students (67%) who were in the VWD category, and 5 students (33%) are in the DAE category. For the aspect of the ability to manage their own emotions, there are 4 students (27%) in the VWD category, and 11 sand students (73%) are in the DAE category. In the aspect of the ability to motivate oneself, there are 13 students (87%) in the DAE category, and 2 students (13%) are in the SD category. In the aspect of the ability to be empathetic, there are 9 students (60%) who are in the DAE category, and 6 students (40%) are in the SD category. For the ability to establish social relations, there are 7 students (47%) who are in the DAE category, and 8 students (53%) are in the SD category.

Table 5: Achievement of Children's Emotional Intelligence Ability (Pre-test) Control Class

Category	Aspects of Emotional Intelligence Ability									
	Realizing themselves		Manage emotions		Motivating themselves		Be Empathic		Establish social relationships	
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%
<b>VWD</b>	9	60%	5	33%	2	13%	0	0%	0	0%
<b>DAE</b>	6	40%	10	67%	13	87%	14	93%	11	73%
<b>SD</b>	0	0%	0	0%	0	0%	1	7%	4	27%
<b>UD</b>	0	0%	0	0%	0	0%	0	0%	0	0%
<b>Total</b>	15	100	15	100	15	100	15	100	15	100

Based on Table 5 on the achievement of emotional intelligence abilities of children aged 5-6 years through no treatment (control), for the aspect of self-awareness there were 9 students (60%) who were in the VWD category, and 6 students (40 %) are in the DAE category. For the aspect of the ability to manage one's own emotions, there were 5 students (33%) who were in the VWD category, and 10 students (67%) were in the DAE category. In the aspect of the self-motivating ability, there are 2 students (13%) in the VWD category, and 13 students (87%) are in the DAE category. In the act of ability to be empathetic, there are 14 students (93%) in the category DAE, and 1 student (7%) is in the SD category. For the spect of ability to establish social relations, there are 11 students (73%) in the DAE category, and 4 students (27%) are in the SD category,

While the description of the post-test results in the experimental class and control class can be visualized in the following table:

Table 6: Statistical Data Pretest Experiment Class and Control Class

No	Statistical Data	Experiment Class	Control Class
1.	N (Number of students)	14	15
2.	Maximum Value	24	19
3.	Minimum Value	18	12
4.	Average	2,94	2,17

Table 7: Posttest Statistical Data for Experiment Class and Control Class

No	Statistical Data	Experiment Class	Control Class
1.	N (Number of students)	15	15
2.	Maximum Value	27	25
3.	Minimum Value	24	18
4.	Average	3,86	3,04

This analysis was conducted to test whether the two groups had differences in the results of emotional intelligence abilities or not. Testing whether or not there is an effect of the control class on increasing the emotional intelligence of early childhood in Kindergarten, because previously testing was carried out without any and no treatment and the results of the two groups did not have a significant difference in results. Next is a picture of the pretest and posttest results of the experimental class as follows:

Table 8: Pre-test Statistical Data for Experiment Class and Control Class

No	Statistical Data	Experiment Class	Control Class
1.	N (Number of students)	14	15
2.	Maximum Value	24	19
3.	Minimum Value	18	12
4.	Average	2,94	2,17

Table 9: Post-test Statistical Data for Experiment Class and Control Class

No	Statistical Data	Experiment Class	Control Class
1.	N (Number of students)	15	15
2.	Maximum Value	27	25
3.	Minimum Value	24	18
4.	Average	3,86	3,04

This analysis was conducted to test whether the two groups had differences in the results of emotional intelligence abilities or not. Testing whether or not there is an effect of the experimental class, namely being given treatment through the traditional game "Balog" in early childhood in improving the emotional intelligence of early childhood in Kindergarten.

Furthermore, in this study, the Normalized Gain or N-Gain Score test was conducted to determine the increase in emotional intelligence through the traditional game "Balogo" in early childhood. The trial in this research was one group pretest-posttest which was an experimental research design. The N-Gain test is carried out by calculating the difference between the pretest and posttest values.

Table 10: Category Level N-Gain Category Limit

Limitation	Category
$g > 0,7$	High
$0,3 \leq g \leq 0,7$	Medium
$g < 0,3$	Low

(Meltzer, 2001)

Table 10 states the score of the N-Gain limit level category which is divided into 3 categories, namely low if the value of n-gain is less than 0.3 or 30%. Medium if the value of n-gain ranges from 30-70%, and high if it has an N-gain value higher than 0.7 or higher than 70%.

Table 11: Interpretation Categories of N-Gain Increase

Category Interpretation of N-Gain Effectiveness	
Percentage (%)	Interpretation
< 40	Not Increasing
40 - 50	Less Increase
56 - 75	<b>Enough Increase</b>
>76	Increase

Source: (Hake, 1999)

Furthermore, table 11 explains the categories of interpretation of the N-Gain increase. It consists of 4 categories of interpretations based on Hake (1999). First, the interpretation category does not increase if it is below the percentage of 40%, which means that the treatment or control does not provide a significant increase from the pre-test and post-test. The second category is less increasing if the percentage of n gain is between 40-50%, which means that the treatment or control does not improve the results of the pre-test to post-test. Furthermore, the third category, if it is in the range of 51-75%, is categorized in the moderately increased category, which means that the treatment or control sufficiently increases the results of the pre-test to post-test. Finally, 76% and above are categorized as "increasing" meaning that the treatment or control increases from the results of the pre-test to the post-test.

The results of the n-gain analysis in the experimental class involving pre-test and post-test values can be seen in the following table:

Table 12: Calculation of the N-Gain score in the experimental class

N-GAIN SCORE CALCULATION						
No	Post-test	Pre-test	Post-Pre	Ideal Score (20-Pretest)	N-Gain Score	N-Gain Score (%)
1	20	17	3	3	1.00	100%
2	20	14	6	6	1.00	100%
3	20	16	4	4	1.00	100%
4	18	15	3	5	0.60	60%
5	17	11	6	9	0.67	67%
6	20	12	8	8	1.00	100%
7	20	15	5	5	1.00	100%
8	16	15	1	5	0.20	20%
9	20	14	6	6	1.00	100%
10	15	14	1	6	0.17	17%
11	18	15	3	5	0.60	60%
12	19	16	3	4	0.75	75%
13	19	12	7	8	0.88	88%
14	20	16	4	4	1.00	100%
15	17	14	3	6	0.50	50%
<b>Mean</b>	<b>18.60</b>	<b>14.40</b>	<b>4.20</b>	<b>5.60</b>	<b>0.76</b>	<b>76%</b>

The results of the N Gain test in the experimental class which consisted of 15 observation objects showed that the average post-test score was higher than the pre-test score. This indicated that children in the experimental class tended to experience an increase in scores by giving treatment through the traditional Balogo game. The average N Gain result in the experimental class in this study was 76% which was categorized at a high level, and the category of effectiveness level included in the effective/increasing category. This means that the treatment of traditional Balogo games has a fairly effective effect on improving early childhood emotional intelligence.

Furthermore, the results of the n-gain analysis in the control class involving pre-test and post-test values can be seen in the following table:

Table 13: Calculation of the N-gain score in the control class

N-GAIN SCORE CALCULATION						
No	Post-test	Pre-test	Post-Pre	Ideal Score (20-Pretest)	N-Gain Score	N-Gain Score (%)
1	18	17	1	3	0.33	33%
2	15	13	2	7	0.29	29%
3	17	16	1	4	0.25	25%
4	15	15	0	5	0.00	0%
5	16	16	0	4	0.00	0%
6	15	13	2	7	0.29	29%
7	14	13	1	7	0.14	14%
8	18	17	1	3	0.33	33%
9	14	14	0	6	0.00	0%
10	15	15	0	5	0.00	0%
11	16	15	1	5	0.20	20%
12	16	16	0	4	0.00	0%
13	16	13	3	7	0.43	43%
14	16	16	0	4	0.00	0%
15	15	14	1	6	0.17	17%
<b>Mean</b>	<b>15.73</b>	<b>14.87</b>	<b>0.87</b>	<b>5.13</b>	<b>0.16</b>	<b>16%</b>

Furthermore, the results of the N-gain test in the control class which consisted of 15 observation objects showed that the average post-test score was higher than the pre-test score. This indicated that children in the experimental class tended to experience an increase in scores in the absence of treatment (control). The average N-gain result in the experimental class in this study was 16% which was categorized as a low level, and the effectiveness level category was included in the ineffective/not increasing category. This means that if children are not given any treatment (control) it will not increase emotional intelligence based on the results of the pretest and post-test in early childhood.

#### 4. Discussion

In this sub-chapter, a discussion related to the results of the research is carried out. Balogo game techniques can be done one on one or in groups. Team games are played between 2 to 5 people per team. The Balogo game instills cultural values for playing traditional Balogo games, for example, teamwork, managing one's own emotions, the

desire to win the game, accepting defeat, and social relations with friends and neighbors playing traditional games. This is related to increasing emotional intelligence in early childhood, namely by managing one's own emotions, especially when the game is carried out in groups. How to motivate yourself to win matches, be empathetic towards fellow teams and opponents, and establish social relationships with players and spectators.

The results of the research are in line with Gundana's research (2016) on tracing early childhood intelligence through the conventional diversion of "kaulinan barudak". The City of Tasikmalaya and increasing insight into the interests of children aged 5-6 years in Kindergarten Nurul 'Ilmi Tasikmalaya City with a certainty level of 95%.

Furthermore, this research is also in line with Priono's research (2022) entitled "Socialization of Increasing Emotional Intelligence and Sports Ability Through Traditional Game Activities for Students of MTs Private Mulia Sei Balai Batu Bara". Priono's research (2022) gave results that 5% of students had never played traditional games, 65% stated the importance of traditional games to improve emotional intelligence, and 60% of parents and teachers believed that traditional games could improve sports abilities. This study has the conclusion that traditional games based on the perspective of students' parents are still very important to be preserved because they can increase emotional intelligence which will be useful for the future.

Some of the alignment of the results of this study with previous studies provide views related to the views of traditional games in increasing children's emotional intelligence. Traditional games are often related to teamwork, managing one's own emotions, the desire to win the game, accepting defeat, and social relations with friends and neighbors in carrying out traditional games.

## **5. Conclusion & Recommendations**

From the results and discussion in this study, it can be found that in the TK Dharma Bahagia, Samarinda City, related to increasing the emotional intelligence of children aged 5-6 years, there is a difference between the experimental group B1 class which uses the traditional game "Balogo" and the control class which uses conventional games. significant difference. The average N-Gain result in the experimental class in this study was 76% which was categorized as a high level, and the effectiveness level category was included in the effective/improved category. This means that the treatment of traditional Balogo games has a fairly effective effect on improving early childhood emotional intelligence. Meanwhile, the average N Gain result in the experimental class in this study was 16% which was categorized as a low level, and the category of effectiveness level included in the ineffective/not increasing category. This means that if children are not given any treatment (control) it will not increase emotional intelligence based on the results of the pretest and posttest in early childhood.

The results of this study state that the treatment of the traditional Balogo game has a fairly effective effect on increasing emotional intelligence in early childhood. This means that traditional games are very important in increasing children's emotional intelligence. Traditional games are often related to teamwork, self-management of emotions, the desire to win games, accepting defeat, and social relations with friends and neighbors in traditional games. Teachers and parents can give their children a little freedom regarding traditional games to increase children's emotional intelligence, considering that emotional intelligence is a very important aspect of a social life besides intellectual intelligence.

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## Appendix A

### Raw Data (Experimental class example)

No	KKE Indicator	Number of Students in Class B1 (Experiment)															Ave- rage	Amount
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15		
		T1	T1	T1	T1	T1	T1	T1	T1	T1	T1	T1	T1	T1	T1	T1		Pre-test
		T1	T1	T1	T1	T1	T1	T1	T1	T1	T1	T1	T1	T1	T1	T1		T1
1	Realize yourself	4	4	4	4	3	4	3	4	4	3	3	4	4	4	3	3.67	55
2	Manage emotions	4	3	4	4	2	2	3	3	3	3	3	4	2	4	3	3.13	47
3	Motivate yourself	3	3	3	3	2	2	3	3	3	3	3	3	2	3	3	2.80	42
4	Be Empathic	3	2	3	2	2	2	3	3	2	3	3	3	2	3	3	2.60	39
5	Establish social relationships	3	2	2	2	2	2	3	2	2	2	3	2	2	2	2	2.20	33
	<b>Value Amount</b>	<b>17</b>	<b>14</b>	<b>16</b>	<b>15</b>	<b>11</b>	<b>12</b>	<b>15</b>	<b>15</b>	<b>14</b>	<b>14</b>	<b>15</b>	<b>16</b>	<b>12</b>	<b>16</b>	<b>14</b>	14.40	216
	<b>Average</b>	<b>3.4</b>	<b>2.8</b>	<b>3.2</b>	<b>3.0</b>	<b>2.2</b>	<b>2.4</b>	<b>3.0</b>	<b>3.0</b>	<b>2.8</b>	<b>2.8</b>	<b>3.0</b>	<b>3.2</b>	<b>2.4</b>	<b>3.2</b>	<b>2.8</b>		