



The Influence of the Traditional Game "Mpa'a Gopa" on Elementary School Students' Interpersonal Intelligence

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Abstract

Study purpose. This study aims to determine the effect of the traditional game 'Mpa'a Gopa' on the interpersonal intelligence character values of primary school students, which includes three main aspects: focus, cooperation, and strategy.

Materials and methods. A quasi-experimental quantitative method with a one-group pretest-posttest design was used. The subjects were 15 students, 8 girls and 7 boys aged 12-13 years. The instrument used was a questionnaire about the effectiveness of the 'Mpa'a Gopa' game, which had undergone validity testing with all items declared valid (calculated $r > \text{table } r$) and reliability testing with a Cronbach's Alpha value of 0.873, which is considered reliable. Data collection was conducted using a pretest-posttest method through the application of the 'Mpa'a Gopa' game. Data analysis used descriptive statistics, the Shapiro-Wilk normality test, and a paired t-test with the help of SPSS 25.

Results. Descriptive analysis results showed an increase in the average score of the application of 'Mpa'a Gopa' in the aspect of cooperation from 61.20 to 79.33, the aspect of focus from 63.47 to 77.67, and the aspect of strategy from 61.73 to 78.20. The Shapiro-Wilk normality test results showed a sig value of $0.200 > 0.05$, meaning that the data was normally distributed. The results of the paired sample t-test showed a t-count of 20.56 (cooperation), 14.77 (focus), 17.75 (strategy) with a sig of $0.000 < 0.05$, which means there is a significant difference between the pretest and posttest scores.

Conclusion. The traditional game of 'Mpa'a Gopa' has been proven to have a significant effect on improving the interpersonal intelligence of fifth-grade students at SDN Inpres Teke, particularly in terms of their ability to cooperate, maintain focus, and develop strategies.

Keywords: Mpa'a Gopa, Interpersonal Intelligence, Elementary School

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Introduction

Traditional games are part of Indonesia's cultural heritage, rich in value and educational function. Cultural statistics from 2017 show that Indonesia has around 785 types of traditional games, each with characteristics unique to their respective regions (Subayani, 2024). These

various traditional games have been proven to benefit children's development, from motor, cognitive, social and emotional aspects, to fostering cooperative behaviour (Qory Jumrotul Aqobah, Masnur Ali & Raharja, 2020). However, observations at SDN Inpres Teke show that traditional games are only used as a form of entertainment or a way to pass the time during breaks, and are not yet optimally utilised as a learning medium for instilling character values. In fact, traditional games have the potential to develop thinking, feeling and physical abilities, as well as strengthening students' character and physical fitness (Firdaus & Irfan, 2023).

Amidst rapid technological developments, most children are now more accustomed to playing with digital devices such as smartphones, tablets and computers (Ayuningtyas et al., 2022). This individualistic play pattern has resulted in a decline in the intensity of social interaction, thereby preventing character values, especially social values, from being optimally developed. This shift in play patterns has also led to a decline in appreciation for traditional games as part of the nation's cultural identity (Badariah & Ridiyanti, 2021). In fact, a number of studies show that traditional games can stimulate various character traits such as honesty, discipline, responsibility, and cooperation (Husain & Walangadi, 2020). As in the research conducted by (Satriawan et al., 2023) The traditional game of 'Tapa Gala' in Bima can enhance the spirit of mutual cooperation among students in the learning process. Even the game of maddende in Parepare, South Sulawesi, has been found to have an effect on improving children's interpersonal intelligence, especially in terms of adaptability, communication, and cooperation (Burhein & Iwandana, 2023).

Character values are a set of behaviours that reflect personal qualities in interactions with the social environment. These values are formed through habituation to actions that are beneficial, advantageous, and worthy of being adopted by students (Gustian, 2020). Therefore, character education is an important component that must be integrated into learning activities at school. One effective way to instil character values is through traditional games as part of Indonesia's local culture and wisdom. Traditional games not only represent cultural identity, but also contain social values such as cooperation, sportsmanship, discipline, and problem-solving skills (Witasari & Wiyani, 2020).

Although previous research findings confirm the many benefits of traditional games, there are still limitations to studies that specifically examine the influence of traditional games specific to certain regions on children's interpersonal intelligence character values, especially in the context of primary schools in the Bima region. Furthermore, no research has examined the traditional game 'Mpa'a Gopa' as a medium for character development in children, even though this game involves movement, balance, accuracy, and strong social interaction. Therefore, this study offers a novel approach by applying the traditional game 'Mpa'a Gopa' as an effort to shape students' interpersonal intelligence, particularly in terms of cooperation, focus, and strategy.

The game of 'Mpa'a Gopa' is played on the ground or floor using a grid pattern drawn with chalk and broken roof tiles. This game requires concentration, balance, and cooperation between players. In this game, players must pick up small stones without losing their balance. The combination of motor skills, coordination, and interaction between players makes the game of 'Mpa'a Gopa' a medium with the potential to develop students' interpersonal intelligence character values. Based on this urgency, this study was conducted to determine the extent to which the traditional game of 'Mpa'a Gopa' can improve the interpersonal intelligence character values of fifth-grade students at SDN Inpres Teke, Palibelo District, Bima Regency, as part of character value strengthening.

Materials and Methods

Study participants

The population of this study consisted of all fifth-grade students at SDN Inpres Teke Elementary School in Palibelo Subdistrict, Bima Regency, totalling 15 students, comprising eight girls and seven boys aged between 12 and 13 years old. The sample was determined using total sampling technique, so that the entire population became the research sample.

Study organization

Research design

This study used a quantitative approach with a quasi-experimental method and a one-group pretest-posttest design. This design involved one group that was given a pretest measurement, then received treatment in the form of playing the traditional game 'Mpa'a Gopa', and then given a posttest measurement. The research design is shown in the following [Table 1](#).

Table 1. One Group Pretest-Posttest Research Design

0 ₁	X	0 ₂
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Description:

01: Scores obtained before the pretest game was administered.

X: Treatment or administration of the traditional game 'Mpa Gopa'.

02: Scores to be determined or posttest.

This design was chosen to determine the effectiveness of the traditional game 'Mpa'a Gopa' as a means of improving students' interpersonal intelligence scores.

Instruments

The instruments used in this study were interpersonal intelligence test sheets developed based on indicators of focus or concentration, cooperation, and strategy. Each indicator had five questions. These instruments were arranged in a grid of questions referring to the research objective regarding the effectiveness of the traditional game 'Mpa'a Gopa'. These instruments were used for pre- and post-testing. Next, the content validity of the instrument was assessed through expert judgement by experts in character education and physical education. The instrument was declared valid if all items were considered to represent indicators of interpersonal intelligence. Finally, the reliability of the instrument was tested using Cronbach's alpha coefficient. This instrument was declared reliable with an alpha value > 0.70 , which indicates that the internal consistency of the instrument items is in the good category.

Data Collection

Data collection in this study began with a pretest. After the pretest, students participated in the traditional game 'Mpa'a Gopa' in a structured manner over eight meetings. This game was implemented as a cooperative activity that emphasised the values of focus, cooperation, and strategy. After the treatment, students were given the same final test or posttest to measure changes or improvements in their interpersonal intelligence abilities.

Statistical analysis

First, the data was tested for normality using the Shapiro-Wilk test. If the sig value was < 0.05 , it meant that the data was not normal, and if the sig value was > 0.05 , it meant that the data was normally distributed. The data was then subjected to descriptive statistical analysis to describe the characteristics of the data, including the mean, median, mode, standard deviation, and frequency distribution, using SPSS version 25. Finally, a paired sample test is conducted to determine the success of the traditional 'Mpa'a Gopa' application. The decision-making

criterion for the paired sample t-test is a sig value < 0.05 , in which case H_0 is rejected and H_a is accepted.

Results

1. Descriptive Statistical Analysis Results

a. Cooperation Aspect

The cooperation aspect measures the extent to which students are able to help each other and interact positively with their group mates during the 'Mpa'a Gopa' game. [Figure 1](#) shows the results of the students' pretest-posttest cooperation scores:

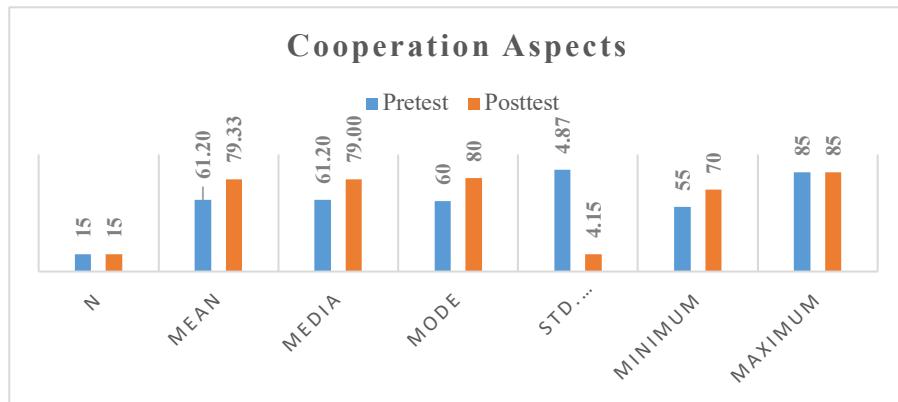


Figure 1. Results of Descriptive Statistical Analysis of Cooperation Aspects (SPSS 25)

Based on [Figure 1](#) above, it can be seen that the average value for cooperation increased from 61.20 to 79.33. This increase shows that the game 'Mpa'a Gopa' was able to encourage students to actively cooperate, support each other, and respect their friends in the group. The relatively small standard deviation value indicates that the increase occurred evenly across all participants.

Focus aspect

The focus aspect measures students' ability to concentrate, maintain focus, and understand the rules of the game during activities. [Figure 2](#) shows the results of the pretest-posttest scores for student focus.

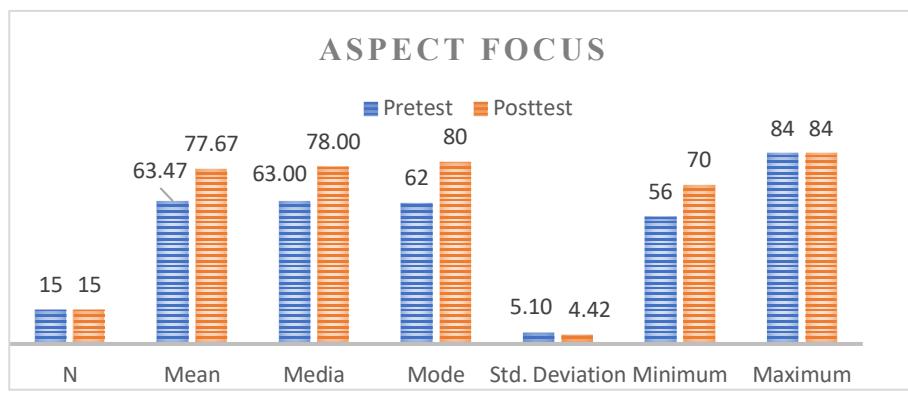


Figure 2. Results of Descriptive Statistical Analysis of Focus Aspects (SPSS 25)

From [Figure 2](#) above, the focus aspect showed an increase from a pretest average score of 63.47 to a posttest score of 77.67 after the treatment was given. This means that the game of 'Mpa'a Gopa' helped students practise their focus skills, as each student had to pay attention to

their opponents' movements and predict their game strategies. The relatively small standard deviation value shows consistent improvement among students. Overall, the traditional game of 'Mpa'a Gopa' has a positive effect on improving students' concentration.

Strategic Aspects

Strategic aspects assess students' ability to plan actions, make tactical decisions, and adapt to game conditions. [Figure 3](#) shows the pretest and posttest results for strategic aspects:

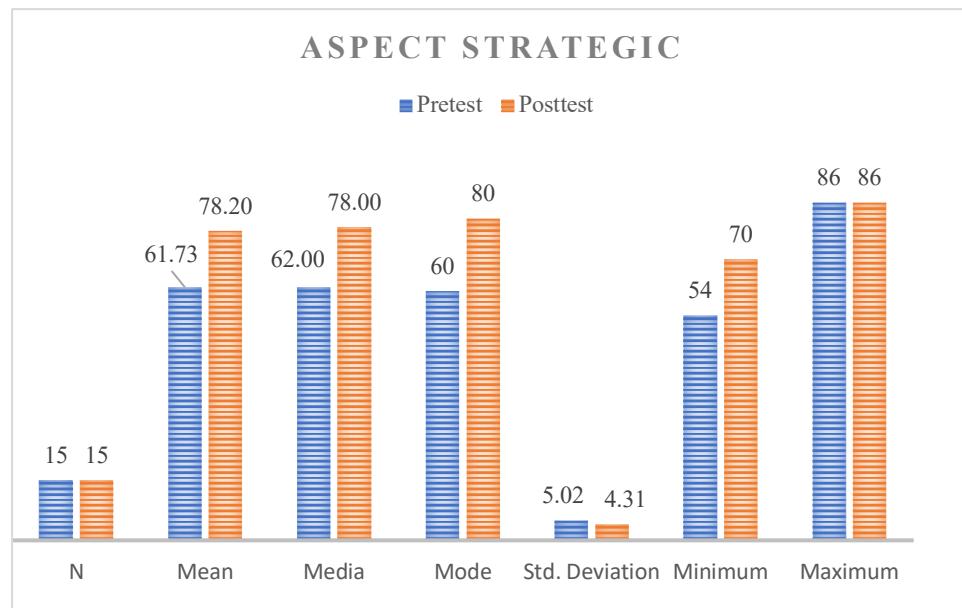


Figure 3. Results of Descriptive Statistical Analysis of Strategic Aspects (SPSS 25)

[Figure 3](#) above shows that the strategic aspect improved from an average score of 61.73 to 78.20 after the implementation of the 'Mpa'a Gopa' game. This improvement illustrates that this traditional game encourages students to think strategically in determining their game moves, calculating their chances of winning, and cooperating with group members. This improvement also shows that the 'Mpa'a Gopa' game can be used as a learning medium to foster tactical and creative thinking skills.

Shapiro-Wilk Normality Test Results

Before conducting the hypothesis test, a normality test was first performed to ensure that the data was normally distributed, using the Shapiro-Wilk test and data analysed using SPSS version 25. The normality test results can be seen in [Table 2](#).

Table 2. Shapiro-Wilk Normality Test Results (SPSS 25)

Aspects	Statistic	df	Sig. Pretest	Sig. Posttest
Cooperation	0.961	15	0.611	0.545
Focus	0.947	15	0.489	0.466
Strategy	0.953	15	0.512	0.498

Based on [Table 2](#) above, the sig value for all aspects is greater than 0.05, which means that the data is normally distributed. This indicates that the basic assumption for conducting a paired sample t-test is fulfilled, so that an analysis of the differences between the pretest and posttest can be carried out.

Paired Sample t-Test Hypothesis Test Results

The paired sample t-test aims to determine whether there is a significant difference between the pretest and posttest scores for each aspect after the implementation of the traditional game 'Mpa'a Gopa'. The hypothesis test results can be seen in [Table 3](#).

Table 3. Results of Paired Sample t-Test (SPSS 25)

Aspects	Mean Pretest	Mean Posttest	Mean Difference	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Cooperation	61.20	79.33	18.13	3.41	0.88	20.56	14	0.000
Focus	63.47	77.67	14.20	3.72	0.96	14.77	14	0.000
Strategy	61.73	78.20	16.47	3.59	0.93	17.75	14	0.000

The results of the paired sample t-test showed a significance value of 2-tailed on all aspects of $0.000 < 0.05$, so H_0 was rejected and H_a was accepted. This means that there is a significant effect of the traditional game 'Mpa'a Gopa' on increasing the interpersonal intelligence scores of SDN Inpres Teke students in the aspects of cooperation, focus, and strategy.

The significant increase in the average of the three aspects shows that the game 'Mpa'a Gopa' is able to improve student cooperation, as evidenced by the fact that students can learn to support each other and appreciate the contributions of their friends in the group. In terms of focus, this can be seen when students pay attention to movements and respond quickly to game situations. Students can also practise strategising and planning, thinking critically, and adjusting their game steps according to the situation.

Discussion

The implementation of the traditional game 'Mpa'a Gopa' had a significant effect on improving the interpersonal intelligence character values of students at SDN Inpres Teke, which was measured through three main aspects: cooperation, focus, and strategy. Based on the results of descriptive statistical analysis, the average pretest and posttest scores for the three aspects showed a marked increase, namely cooperation increased from 61.20 to 79.33, focus increased from 63.47 to 77.67, and strategy increased from 61.73 to 78.20. This improvement shows that the traditional game of 'Mpa'a Gopa' not only serves as a recreational activity but also as an effective learning medium in fostering the value of interpersonal intelligence in students.

The aspect of cooperation showed the highest increase with an average difference of 18.13 points. This was because the 'Mpa'a Gopa' game mechanism required each student to coordinate, interact, and help each other within the group to achieve victory. During the game, students learn to appreciate the roles of others, work together as a team, and adapt to joint decisions. These findings are in line with research conducted by ([Salam, R., & Nur, 2022](#)) that the traditional game of bakiak, based on the Socratic method, is able to foster the values of mutual cooperation, solidarity, and mutual respect among students. In the context of character education, the intense social interaction during the game becomes an effective means of strengthening interpersonal intelligence based on the value of togetherness.

In terms of focus, there was an increase in the average score of 14.20 points, from 63.47 to 77.67. Activities in the 'Mpa'a Gopa' game require students to have a high level of concentration in paying attention to their opponents' movements and understanding the dynamics of the game. The concentration and attention continuously trained during play have an impact on students' ability to control their emotions and make quick and accurate

decisions. ([Pratama, S V, Priadana, B W, & Putri, 2023](#)), reinforces these findings, that social interaction-based play activities can significantly improve children's attention control, behaviour management skills, and social awareness. Thus, traditional games not only build social interaction, but also develop cognitive aspects that play an important role in reflective thinking and decision-making processes.

Meanwhile, the strategy aspect also experienced a significant increase of 16.47 points, from 61.73 to 78.20. This increase shows that the game of 'Mpa'a Gopa' trains students' critical and tactical thinking skills in planning steps to achieve victory. Each player is required to understand the game patterns, read the situation, and adjust their strategy according to the conditions. This process fosters logical and reflective thinking skills, which are an important part of interpersonal intelligence, in line with the statement made by ([Sriyahani et al., 2022](#)) that cooperative and competitive games can develop children's social strategy, planning, and reflective thinking skills.

Overall, these three aspects indicate that the game of 'Mpa'a Gopa' can foster three important dimensions of interpersonal intelligence, namely the ability to work together (cooperation), the ability to focus attention on social situations (focus), and the ability to think strategically in interactions (strategy). These findings are consistent with the statement ([Safitri et al., 2022](#)) In his research, he also explains that traditional games can be an effective means of shaping social character because they combine cognitive, affective, and psychomotor elements in an integrated manner. The novelty of this research lies in its focus on measuring three indicators of interpersonal intelligence simultaneously through the traditional game of 'Mpa'a Gopa'.

This study expands the scope of interpersonal intelligence research by testing games that have not been studied before. The findings confirm that this novel research has discovered a pattern of improvement in character values that shows similarities: game-based physical-social activities can strengthen students' interpersonal dimensions. This indicates that Mpa'a Gopa has the potential to be applied as an educational game model in schools in Bima, as well as a reference for the development of a local culture-based curriculum. This is in line with the research results which explain that traditional games can improve student character ([Irawan et al., 2021](#)).

Theoretically, this study reinforces the idea that interpersonal intelligence can be developed through physical activities based on social interaction. Practically, this study proves that teachers can integrate traditional games as an effective character learning strategy, without the need for expensive tools or complex learning methods ([Cahyani et al., 2023](#)). The integration of this game into learning provides evidence that character education approaches do not always have to be based on abstract theory, but can be carried out through cultural activities that are deeply rooted in society ([Sriyahani et al., 2022](#)).

Thus, the traditional game of 'Mpa'a Gopa' can be categorised as a holistic and contextual medium for character building. This game fosters positive social interaction, improves concentration, and trains strategic thinking skills. ([Sholikin et al., 2022](#)), which together strengthen the interpersonal intelligence of primary school students. Therefore, integrating traditional games into learning activities can be an innovative strategy in realising culture-based character education that is relevant to children's developmental needs.

Conclusions

This study confirms that the application of the traditional game 'Mpa'a Gopa' has a real contribution in shaping the interpersonal intelligence character values of children, especially in the aspects of cooperation, focus, and strategy of Grade V students at SDN Inpres Teke. These findings indicate that local culture-based activities can be an effective vehicle for building social interaction, collaboration, and strategic thinking skills of students in a dynamic learning

environment. Theoretically, the results of this study reinforce the concept that local wisdom-based learning can be an instrument of character education that is relevant to the socio-cultural context of students. Practically, the application of traditional games such as 'Mpa'a Gopa' provides an alternative adaptive and meaningful learning approach in strengthening interpersonal intelligence in primary schools.

However, this study is still limited to one type of game and a small sample group, so further research is needed with a more diverse range of traditional games and comparative analysis between education levels. This space is important to enrich our understanding of the role of traditional games in building students' character and social intelligence in a broader and more sustainable manner.

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Conflict of interest

The authors declare that there are no conflicts of interest.

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