

The Role of the Traditional Game 'Gobak Sodor' in Student Leadership Development: A Qualitative Review and Educational Curriculum Implications

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ABSTRACT

This study explores the potential integration of the traditional game "Gobak Sodor" into the educational curriculum as a tool for developing student leadership character. Through a qualitative approach with a literature review, this research highlights the benefits of the game in enhancing teamwork, decision-making skills, effective communication, and conflict resolution. "Gobak Sodor" offers an interactive and enjoyable learning method, which can increase student participation and connect theory with real-world practice. The research findings indicate that with proper support from teachers and adjustments to the game according to the educational level, "Gobak Sodor" can significantly contribute to shaping student leadership character, supporting holistic education, and strengthening cultural and national identity. These results are expected to provide meaningful contributions to educational literature and promote the integration of traditional games in efforts to develop students' character comprehensively and sustainably.

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1. Introduction

In the era of increasingly advanced globalization, leadership has become a very necessary ability, especially for the younger generation. Technological advances and rapid social change require the younger generation to have high adaptability, mental resilience, and effective leadership skills (Zubaidah, 2017). Leadership is now not only limited to the professional or business world but has become an important aspect of everyday life, including in education and personal

development. Effective leadership requires a combination of various skills, such as the ability to communicate, decision-making, teamwork, and conflict resolution (Hutahaeen, 2021). All these skills are important to develop from an early age. Education has a crucial role in this process, to prepare the young generation who not only excel academically but also have strong leadership characteristics. However, finding the right method to develop leadership qualities in children and adolescents is a challenge.

One promising approach to leadership development is through traditional games (Septiadi & Farihah, 2021). Traditional games are often rich in social values and skills relevant to leadership (Hartati et al., 2017). Among various traditional games, Gobak Sodor stands out for its potential to develop various aspects of leadership in students. This game, apart from providing fun through physical activity, also demands teamwork, strategy, effective communication, quick decision-making, and the ability to resolve conflicts. In the Gobak Sodor game, students learn to work together as a team to achieve a common goal, which strengthens their collaborative skills. They also must make quick and correct decisions, anticipate their opponent's moves, and plan strategies to win the game. All of this is excellent practice in developing analytical and critical skills, as well as increasing students' self-confidence. In addition, this game also teaches the importance of clear and effective communication, as well as the ability to listen and understand other people's perspectives.

The Gobak Sodor game also provides a supportive environment for the development of leadership skills. In an educational context, these games can be a powerful learning tool, combining theory with practice in a safe, controlled, and interactive environment. Through this interactive experience, students can gain a deeper understanding of the importance of collaboration, decision-making, and communication in the context of effective leadership (Allas, 2023). This research aims to explore in depth how the game Gobak Sodor can make a significant contribution to the formation of students' leadership character. By focusing on aspects such as self-confidence, teamwork, strategy, communication, decision-making, and conflict resolution, this research is expected to provide in-depth insight into the positive impact of this simple activity on student leadership development.

To achieve this aim, the research used a qualitative approach with participant observation and in-depth interviews. Direct observation during Gobak Sodor game activities allows researchers to observe students' interactions and dynamics naturally. Interviews with students and teachers will provide additional insight into their experiences and perceptions of the game. The collected data will then be analyzed thoroughly to identify the main patterns and themes that emerge, thus providing a comprehensive picture of the effectiveness of the Gobak Sodor game in forming leadership character.

It is hoped that the results of this research can make a significant contribution to educational literature, especially in the context of student leadership formation. Apart from that, this research will also advocate for the integration of the Gobak Sodor game in the educational curriculum as part of efforts to support the holistic and sustainable development of students' leadership character. In this way, the Gobak Sodor game is not only a means of entertainment but also an effective educational tool for forming a generation of future leaders who are strong and

competitive.

2. Method

This research uses a qualitative approach with a literature study. The qualitative approach allows researchers to understand phenomena in depth through descriptive analysis and interpretation of data. In this context, researchers will collect and review various written sources, including scientific journals, books, articles, and other relevant documents.

3. Results and Discussion

a. Benefits of the Gobak Sodor Game in Forming Student Leadership

The Gobak Sodor game offers several significant benefits in the process of forming students' leadership character (Dwiani et al., 2021). First, this game provides an ideal platform to enhance teamwork among the participants. In this game, students are required to work together as a team to achieve a common goal, which strengthens their collaborative skills. Apart from that, the Gobak Sodor game also helps students make effective decisions (Prasetio & Praramdana, 2020). They must quickly evaluate the situation, make the right decisions, and anticipate the next steps to achieve victory. This helps train students' analytical and critical skills in facing challenges and making strategic decisions.

No less important, this game also strengthens students' communication skills (Julianus & Pramono, 2021). To achieve common goals, students need to communicate effectively with each other, express ideas, provide direction, and constructively resolve conflicts. This provides an opportunity for them to understand the importance of listening, speaking clearly, and understanding other people's perspectives. Thus, the Gobak Sodor game not only provides fun and entertainment but is also an effective means of developing various aspects of student leadership (Wibowo, 2023). Through this interactive experience, students can gain a deeper understanding of the importance of collaboration, decision-making, and communication in the context of effective leadership.

b. Leadership Aspects Developed through the Gobak Sodor Game

1) Building Self-Confidence

The Gobak Sodor game creates a supportive environment for players to strengthen their self-confidence (Prayogo et al., 2022). Situations in the game require players to make decisions quickly and boldly, such as determining when to run or wait. In facing these challenges, players learn to trust their abilities. Success in achieving game goals increases self-confidence, while failure provides valuable lessons about courage and perseverance in facing challenges.

2) Planning Strategy Development

This game requires players to plan each step carefully and think strategically. Players must be able to organize plans to overcome obstacles and achieve goals. This involves analyzing the situation, assessing the opponent's moves, and determining the right time to act. Additionally, players also need to prioritize their actions and manage resources efficiently. This ability to plan strategies reflects the importance of leadership in

designing and implementing plans to achieve predetermined goals.

3) Leadership in Handling Conflict

Conflict often occurs in the dynamics of the Gobak Sodor game, both between players and teams. An effective leader in this game must have the ability to resolve conflicts tactfully. This involves listening to the views of different parties, understanding different points of view, and finding solutions that benefit everyone. Players learn the importance of effective communication, empathy skills, and negotiation skills in resolving conflict, skills that are critical in real-life situations.

4) Adaptation to Changing Situations

The Gobak Sodor game is very dynamic, with situations that can change quickly. Players must be able to adapt to changes in opponent strategies and unexpected game situations. These abilities include flexibility to respond to changing situations, creativity in finding new solutions, and mental resilience to stay focused even under pressure. A good leader must be able to think quickly and adapt to change, while still maintaining team spirit (Iswahyudi et al., 2023). In this game, players learn to stay calm and make quick decisions in the face of rapidly changing situations, a skill that is invaluable in leadership.

The Gobak Sodor game is not only fun but is also an effective tool in developing various aspects of leadership. From building self-confidence to the ability to plan strategies, handle conflict, and adapt to change, players learn key skills that can be applied in a variety of life situations. By practicing and honing these skills in the game, players can become more effective and resilient leaders in facing future challenges.

c. Student Experiences and Responses in the Gobak Sodor Game

This research aims to explore the way students respond to and experience the game "Gobak Sodor," as well as how they handle the challenges that arise, interact with classmates, and reflect on their experiences after the game as follows:

1) Response to Challenges

This research includes an in-depth understanding of how students respond to challenges encountered during play. This includes how they respond to obstacles such as opponents' strategies or physical obstacles on the field. This analysis provides insight into how well students cope with the uncertainty and surprises that arise while playing.

2) Interaction between Students

Students' experiences in the Gobak Sodor game also involve the dynamics of interaction between them. This includes how they work together to design team strategies, communicate during play, and respond to teammates' actions or decisions. Through this exploration, we can see how cooperation and coordination between students affect the results of their play and learning.

3) Personal Reflection

Additionally, it is important to explore students' reflections after participating in the game. This includes their understanding of personal

strengths and weaknesses, lessons learned from playing experiences, and their feelings toward their contributions to the team. Through this reflection, students can strengthen their understanding of leadership skills, strategic planning, and the ability to adapt and resolve conflict.

Exploring students' experiences in the Gobak Sodor game provides in-depth insight into how the game influences students' personal and social development. With a better understanding of students' responses to challenges and team interactions, educators can design more meaningful and effective learning experiences to develop social, leadership, and conflict-resolution skills.

d. The Teacher's Role in Facilitating the Gobak Sodor Game

To understand how teachers support and direct students while playing "Gobak Sodor," we will explore the teaching strategies used, observations of student progress, and provide feedback to improve their leadership skills as follows:

1) Teaching Strategy

Teachers have a central role in planning and implementing teaching strategies that support the game experience of "Gobak Sodor." This involves explaining the rules of the game, encouraging discussion about effective strategies, as well as providing guidance to students in planning their moves. In addition, teachers can also direct debates and help students solve problems to help them understand the leadership concepts involved in the game.

2) Observation of Student Progress

Teachers have the responsibility to monitor student progress during the Gobak Sodor game to assess the extent to which students apply the leadership skills they have learned. This involves observing students' interactions, evaluating their ability to plan strategies, as well as how they respond to challenges and conflicts that arise during play. By paying attention to student progress, teachers can identify areas that need improvement and provide additional guidance if needed.

3) Providing Feedback

As part of her duties, teachers provide feedback to students about their performance and progress in the game "Gobak Sodor." This includes providing appreciation for the efforts students make, as well as providing constructive suggestions to improve their leadership skills. Teachers can also encourage students to reflect on their gaming experiences to help them internalize the lessons learned and apply them to real life.

By playing their role effectively, teachers can create a learning environment that supports and empowers students in the development of leadership skills. This not only impacts students' social and leadership aspects but also strengthens the connection between classroom learning and practical situations in everyday life.

e. Integration of the Gobak Sodor Game in the Education Curriculum

The following is the potential for integrating the Gobak Sodor game into the educational curriculum:

1) Leadership Character Development

The game Gobak Sodor can be included in the educational curriculum as a tool to hone students' leadership character. These activities involve a variety of important skills needed to be an effective leader. Through this game, students learn to work together, make decisions quickly and correctly, and communicate effectively. These are all basic aspects of leadership that can be learned and strengthened through hands-on practice.

2) Interactive and Fun Learning

Traditional games such as Gobak Sodor offer an interactive and fun learning method. This can attract students' interest and increase their participation in the learning process. Fun learning is usually more effective in helping students understand important concepts and maintaining their interest in the long term.

3) Collaborative Learning

The integration of Gobak Sodor in the curriculum enables the development of collaborative skills among students. This game requires students to work in teams, teaching them the importance of cooperation, mutual respect, and how to utilize the strengths of each team member to achieve a common goal. It also helps students develop interpersonal skills and understand group dynamics.

4) Decision-Making and Conflict Resolution

While playing Gobak Sodor, students are faced with situations that require quick decision-making and conflict resolution. This allows them to hone analytical and critical skills, as well as learn how to address problems constructively. These skills are very important not only in the context of leadership but also in everyday life.

5) Curriculum Flexibility and Adaptation

Gobak Sodor can be adapted for various levels of education, from primary to secondary education. This flexibility allows this game to be integrated into various subjects, such as physical education, character education, and social skills training. Teachers can adjust the complexity of the game according to the age and ability level of the students, ensuring that all students get the maximum benefit from this activity.

6) Linking Theory with Practice

The integration of Gobak Sodor in the curriculum helps link theory with practice. Students not only learn about theoretical concepts of leadership and teamwork but also can apply and experience these concepts directly in real situations. This hands-on experience strengthens their understanding and makes learning more meaningful and relevant.

7) Evaluation and Measurement of Character Development

The implementation of Gobak Sodor in the curriculum allows a more comprehensive evaluation of student character development. Teachers can directly observe how students interact and apply their leadership skills in games. This provides valuable qualitative data on student progress and areas requiring further improvement.

8) Support for Holistic Education

By integrating the Gobak Sodor game into the curriculum, schools can

support a more holistic education. This is in line with educational goals which not only focus on academic achievement but also on developing students' character and life skills. The game provides an ideal platform to develop the social, emotional, and physical aspects of students, all of which are important for becoming effective leaders and balanced individuals.

9) Teacher Empowerment in Implementation

To effectively integrate Gobak Sodor into the curriculum, it is important to provide adequate training and resources for teachers. Teachers must be equipped with appropriate teaching strategies, evaluation methods, and support to implement these games in everyday learning. This training may also include how to adapt games for different age groups and student needs.

10) Strengthening National Culture and Identity

Apart from educational benefits, the integration of traditional games such as Gobak Sodor also helps in preserving and strengthening culture and national identity. Through this game, students can learn about local cultural values and traditions, which are important for forming an identity and a sense of pride as part of their community.

With these various benefits, the integration of Gobak Sodor in the educational curriculum can be an effective strategy to support the development of students' leadership character more comprehensively and sustainably.

f. Practical Implications of Research Findings

The game "Gobak Sodor" can be integrated into the curriculum as part of physical education, character education, or extracurricular activities. This allows students to develop leadership skills while enjoying a fun physical activity. Through the game, teachers can provide innovative and enjoyable learning experiences. They can develop learning programs that combine "Gobak Sodor" with leadership skills training. Reflection sessions after the game can be conducted to discuss students' experiences, strategies used, and lessons learned. Training for teachers is necessary to effectively facilitate "Gobak Sodor" and guide students in developing leadership skills. Teachers also need training in providing constructive feedback and monitoring students' progress. "Gobak Sodor" can be used as a tool to develop students' social and emotional skills, such as cooperation, communication, conflict resolution, and self-confidence. This supports holistic education goals that include character development alongside academic achievement.

g. Limitations of the Study

This research used a qualitative approach with a literature review, so the results may not be generalizable to a broader population. The data collected are descriptive and interpretative, which could affect the objectivity of the findings. Limitations in the quantity and quality of literature available on the use of traditional games in leadership development may affect the conclusions drawn. Further research with more empirical data is needed. The implementation of "Gobak Sodor" may vary depending on school context, culture, and educational level, which could affect the game's effectiveness in developing leadership skills.

h. Suggestions for Future Research

Future research should include empirical studies using both quantitative and qualitative methods to evaluate the impact of "Gobak Sodor" more comprehensively. Using larger and more diverse samples can help generalize findings. Conducting structured experiments in various schools with control groups can help evaluate the effectiveness of "Gobak Sodor" compared to other leadership development methods. Research on adapting and modifying "Gobak Sodor" for different age groups and cultural backgrounds can help make the game more inclusive and effective in various educational contexts. Comparing the effectiveness of "Gobak Sodor" with other traditional games in leadership development can provide a more comprehensive understanding of the best methods for integrating traditional games into education.

4. Conclusions

Integrating the traditional game "Gobak Sodor" into the educational curriculum has great potential to develop students' leadership character. This game offers many benefits such as improving teamwork, decision-making skills, effective communication, and the ability to resolve conflicts. Through hands-on experience in these games, students can develop analytical and critical skills that are essential for leadership. In addition, "Gobak Sodor" makes the learning process more interactive and fun, increases student participation, and helps connect theory with real practice. With the right support from teachers and adapting the game according to educational level, the integration of "Gobak Sodor" can make a significant contribution to forming students' leadership character, supporting holistic education, and strengthening culture and national identity.

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