Exploration of Folk Games in MTs Students' Procedural Text Writing Learning Through the PPJBL Model

Okta Hari Mulya*, Hasnah Faizah, Charlina

Magister Pendidikan Bahasa Indonesia, Universitas Riau, Pekanbaru, 28293, Indonesia

ARTICLE INFO

* Corresponding author:

E-mail: oktaharimulya15@gmail.com

A B S T R A C T

This study aims to explore the use of folk games as a learning medium in writing procedural texts at the Madrasah Tsanawiyah (MTS) level through the application of the Project-Based and Problem-Based Learning (PPJBL) model. Folk games were chosen because they have the potential to increase students' motivation, participation, and understanding of the material being taught. This study uses a qualitative method with a descriptive approach. Data collection was carried out through observation, in-depth interviews, and document analysis involving students and teachers as participants. Data analysis was carried out using thematic analysis techniques to identify patterns of student understanding in writing procedural texts after participating in folk game-based learning. The results of the study showed that the integration of folk games through the PPJBL model was able to increase students' creativity and collaboration, as well as provide a deeper understanding of the structure and steps in writing procedural texts. In addition, students showed more active and enthusiastic involvement during the learning process. Based on these findings, folk games can be used as an alternative effective learning medium for teaching writing skills, especially in writing procedural texts.

1. Introduction

Education is a continuous process of knowledge transformation, where teachers play an important role in creating meaningful and interesting learning experiences for students. According to Prayoga, et al., (2024) Education is a continuous process of transformation, where teachers play a crucial role as facilitators who create meaningful learning experiences for students. In this context, meaningful learning involves the process by which students connect new knowledge with the cognitive structures they already have, thereby creating deep and sustainable understanding.

According to Pratiwi, et al., (2023) the implementation of the independent curriculum in Indonesia, for example, emphasizes the importance of student-

centered learning, teachers are encouraged to create a learning environment that supports the development of student competencies through approaches such as project-based learning and high-level thinking (HOTS). According to Herman, (2021) This requires a change in the teacher's paradigm, from merely conveying material to being a companion who facilitates student exploration. In addition, according to Marzuan & Herlina (2021) teacher professionalism is very important to create meaningful learning.

Professional teachers understand the psychology of student development and are able to develop educational programs that are relevant to the needs of students at each stage of their development. With reflection and innovation in teaching methods, teachers can improve the quality of education and help students develop deeper and more relevant learning skills for their lives. One of the skills that is a challenge for students in learning is the writing element. Charlina (2022) stated that the learning process cannot be separated from the importance of writing skills, especially in learning Indonesian. In its implementation, learning Indonesian is always related to various aspects of language skills. Many materials taught in learning Indonesian involve writing activities as the main part.

According to Faizah (2023), writing is the skill of pouring ideas in the mind into a complex written form according to a predetermined structure. Tarigan (2008) argues that writing is one of the communication skills that humans must have. Then Dalman (2018) stated that writing is an activity that involves feelings through words as a means of language so that its meaning can be understood. So it can be concluded that writing is a very important activity in one of the elements of language to convey ideas or feelings to be understood.

Pouring ideas into written form is a very difficult activity for students, especially at the MTs/SMP level because students have difficulty in organizing ideas into essays. So many students are less interested in writing activities. One of the significant challenges in learning Indonesian is developing writing skills. The complexity of writing procedural texts is often an obstacle for students. They have difficulty understanding the structure, developing coherent steps, and presenting clear and easy-to-understand explanations. This condition requires an innovative approach that does not simply transfer knowledge, but also presents a contextual and enjoyable learning experience.

Writing systematic and communicative procedural texts will make students feel that expressing ideas is not difficult and should not be feared. Procedural text is a text that contains steps in doing, making and operating something. According to Aldifron (2022), procedural text is a text that contains orderly and precise steps to achieve a goal or complete an activity. Meanwhile, Mahsun (2014) states that a procedure is a text that aims to provide instructions or directions regarding the steps that must be followed in accordance with the provisions that have been set. Priyatni (2017) also explains that procedural text is a text that provides guidance on how to use language to convey messages through systematically arranged steps.

Folk games emerge as a strategic alternative in bridging the learning gap. The richness of local culture contained in folk games can be utilized as a meaningful learning medium. Folk games can also make learning more enjoyable, folk games are games that originate from ancestors that we should preserve. According to Sari (2022), folk games are a type of game that developed and grew in a community in ancient times that originated from ancestors. Setiawan (2024) also explains that folk games are part of a culture that is important to preserve, because they can be a unique identity for each region and function as a means to convey local culture. In addition, folk games are passed down from generation to generation and contain cultural educational values that can be used as a guideline for life.

Mulya (2023) stated that in addition to making learning more fun, folk games can reintroduce students to traditional games that are starting to be forgotten due to the influence of globalization. Folk games also function to hone children's language and motor skills. Meanwhile, according to Liswantiani & Gregorius (2021), traditional games are activities that are very popular with children. This game has an important role because it is related to everyday life and contains positive values that can improve physical, mental, and spiritual health.

Therefore, folk games as games that are a cultural identity can be optimized to increase student motivation, participation, and understanding in writing procedural texts because folk games are fun games and have many benefits for students. Hermandra (2020) explained that traditional games from Riau can generally be grouped into two categories, namely games played indoors and outdoors. Indoor games include congklak, spinning tops, statak, hide and seek, forts, and rubber seeds, while outdoor games include blind Chinese lulu, clogs, stilts, kites, tug of war, marbles, and ligu.

In addition, Jamil et al. (2020) stated that folk games can be divided into two types, namely games that require equipment and those that do not, as well as games that are played specifically by women, men, or both. Through the PPjBL (Problem and Project Based Learning) model, which is an innovative model from the combination of the PBL (Problem Based Learning) model and the PjBL (Project Based Learning) model, students will increasingly understand how to express and develop ideas and concepts into written form in procedural texts.

Sholihah (2022) explains that PPjBL (Problem and Project Based Learning) is a learning model that is a development of the two previous models, namely Problem Based Learning and Project Based Learning. This model emphasizes student-centered learning with a focus on providing problems related to everyday life, so that students can identify solutions and produce products. Wibowo (2022) and Dahri (2022) also state that PPjBL is a learning model that focuses on the problems faced, where students independently seek solutions and produce products as the final result. Thus, PPjBL combines a problem-based and project-based approach, where students focus on solving real problems and are expected to produce products through an independent learning process.

According to Wibowo, (2022) the PPjBL model has a syntax that will be implemented in the process. The syntax includes (1) Helping students identify problems, (2) Organizing students for learning activities, (3) Designing project implementation, (4) Conducting research, (5) Guiding individual and group investigations, (6) Compiling reports and publishing product results, and (7) Reflecting on the problem-solving process and evaluating the results obtained.

This research on learning to write procedural texts is structured by inviting students to play folk games that have been prepared or taught by the teacher, after which students will write procedural texts based on the folk games they have played. Learning will be carried out using the PPjBlm model which has been innovated by combining two learning models, namely PBL and PJBL. Learning research using the PPjBL model was previously conducted by Sholihah (2022) who discussed electronic books with the application of the PPjBl model. As well as research conducted by Wibowo (2022) This research is a study that aims to test efforts to improve learning activities at the elementary school level.

2. Methodology

This study uses a qualitative approach with a descriptive method that focuses on exploring the use of folk games as a learning medium for writing procedural texts at the Madrasah Tsanawiyah level. According to Sulistiyo (2019) a qualitative approach is an approach whose research data findings are not obtained from statistical processes. This procedure produces data or findings collected by various means in the form of observations and interviews but can also use document analysis.

According to Sugiyono (2019) qualitative research is a research procedure that uses an inquiry approach, which focuses on understanding the meaning, symbols, understanding, concepts, characteristics, symptoms, or descriptive data that is non-numerical regarding natural and holistic phenomena, which can be in the form of writing. According to Sari, I (2022) data in descriptive qualitative research is collected in the form of words, pictures, not numbers. All of that is likely to be the key to the research.

The research participants consisted of MTS students and Indonesian language teachers who were selected purposively by considering the characteristics and representation of the research sample. This research was conducted at the Imam Ibnu Katsir Islamic Boarding School in July 2024. The data for this study were collected through three main methods, namely direct observation of the learning process, in-depth interviews with students and teachers, and document analysis in the form of student writing and documentation of learning activities. The data collected were analyzed using thematic analysis techniques which include several stages, namely raw data collection, data reduction, categorization, identification of understanding patterns, data interpretation, and drawing conclusions. This approach aims to deeply understand the role of folk games in improving students' procedural text writing skills.

3. Results and Discussion

Based on data analysis conducted through observation, in-depth interviews, and document analysis, this study produced several main findings related to the use of folk games in learning to write procedural texts through the Project and Problem-Based Learning (PPjBL) model at the Madrasah Tsanawiyah (MTS) level, including (1) Increasing student creativity and collaboration, the results of the study showed that the integration of folk games in the learning process was able to increase student creativity and collaboration.

Through the activity of playing the selected traditional games, students not only gained playing experience, but also developed critical thinking skills and worked together in groups. Students seemed enthusiastic about exploring the rules and steps of the game, which they then used as material for writing procedural texts. (2) Deep understanding of the structure of procedural texts. The application of the PPjBL model by utilizing folk games has been proven to provide a deeper understanding of the structure and steps in writing procedural texts. Students are able to identify important elements in procedural texts, such as objectives, materials or tools, and systematic steps, through direct experience of playing traditional games. (3) Increasing motivation and active participation. The learning method that combines folk games with the PPjBL model significantly increases student motivation and participation. They showed more active involvement during the learning process, both at the playing stage, discussion, and the process of writing procedural texts.

The findings of this study are in line with several previous concepts and studies that emphasize the importance of a contextual and fun approach in learning. The integration of folk games in learning to write procedural texts has several important implications, including:

> 1.   Contextuality of Learning The use of folk games allows students to link new knowledge to their concrete experiences. This is in accordance with Ausubel's theory of meaningful learning, where students construct their understanding by linking new concepts to existing cognitive structures. Traditional games are not just a medium of entertainment, but also a vehicle for transforming cultural knowledge and language skills.

> 2.   Development of Multiple Skills The PPjBL model combined with folk games has proven to be effective in developing various skills. In addition to writing skills, students also develop critical thinking skills, collaboration, and cultural awareness. This is in line with the demands of the Merdeka Curriculum which emphasizes a student-centered learning approach and holistic competency development.

> 3.   Cultural Preservation and Learning Motivation The use of folk games in the context of learning has an additional dimension, namely cultural preservation. Students not only learn to write, but also re-acquaint themselves with traditional cultural heritage that is starting to be forgotten.

This can increase learning motivation and awareness of local cultural richness.

4.   Complexity of Writing Procedure Texts This study proves that an innovative approach can overcome the challenge of the complexity of writing procedure texts. By providing a concrete context through folk games, students can more easily understand the structure and characteristics of procedure texts.

Although it provides positive results, this study has several limitations. Further research can consider a wider variety of folk games, as well as explore the effectiveness of similar approaches at different grade levels or subjects.

4. Conclusion

Based on research on the use of traditional games in teaching procedural text writing through the Project and Problem-Based Learning (PPjBL) model at the Madrasah Tsanawiyah level, it can be concluded that this innovative approach provides significant benefits. The study shows an increase in students' creativity, collaboration, and motivation, as well as a deeper understanding of procedural text structure through concrete experiences of playing traditional games. This method is not only effective in developing writing skills but also supports the development of critical thinking skills, cultural awareness, and the preservation of local cultural heritage. In line with the demands of the *Merdeka Curriculum*, this approach proves that contextual and enjoyable learning can address the complexities of writing procedural texts while providing meaningful and holistic learning experiences for students.

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