

The Traditional Game of Throwing Sandals in Learning Narrative Writing for Elementary School Students

Sri Wulan Anggraeni^{1*}, Rahman², Istikhoroh Nurzaman³, Asep Nurhuda⁴, Yayan Alpian⁵ 

^{1,2,3} Department of Basic Education, Indonesia university of education,

⁴ Department of Primary School Teacher Education, STKIP Purwakarta,

⁵ Department of Primary School Teacher Education, Buana Perjuangan University

ARTICLE INFO

Article history:

Received October 29, 2022

Accepted April 20, 2023

Available online May 25, 2023

Kata Kunci:

Permainan Tradisional, Lempar Sandal, Menulis Narasi

Keywords:

Traditional Games, Throw Sandals, Writing Narrative



This is an open access article under the [CC BY-SA](https://creativecommons.org/licenses/by-sa/4.0/) license.

Copyright © 2023 by Author. Published by Universitas Pendidikan Ganesha.

ABSTRAK

Menulis merupakan keterampilan berbahasa yang sangat penting di sekolah. Namun, masih banyak siswa yang mengalami kesulitan dalam menulis. Penelitian ini bertujuan untuk menganalisis pembelajaran menulis narasi dengan menerapkan permainan tradisional lempar sandal. Metode penelitian yang digunakan adalah deskriptif kualitatif. Subyek penelitian adalah siswa sekolah dasar yang berjumlah 18 orang. Pengumpulan data dilakukan melalui observasi, angket, dan tes keterampilan menulis cerita; Setelah itu, data dievaluasi menggunakan metode seperti reduksi data, display data, dan verifikasi. Hasil penelitian menunjukkan bahwa pembelajaran menulis narasi dengan permainan tradisional "Lempar Sandal" berdampak pada aktivitas siswa yaitu rata-rata skor 3,7 ke atas, dan siswa antusias dalam pembelajaran. Dilihat dari respon siswa terhadap permainan tradisional lempar sandal diperoleh skor rata-rata 3,8, dan skor rata-rata kemampuan menulis narasi siswa adalah 82,4. Temuan ini menyimpulkan bahwa pembelajaran menulis narasi dengan metode permainan tradisional lempar sandal dapat berhasil, dan siswa dapat dengan mudah mengungkapkan ide dari pengalaman yang didapat. Permainan tradisional lempar sandal membuat anak saling berinteraksi dan dapat membantu membentuk dan menjaga jiwa sosial anak. Permainan tradisional dapat mendorong pemikiran siswa untuk lebih kreatif dan dapat meningkatkan rasa percaya diri. Berdasarkan hasil penelitian dapat berimplikasi pada kualitas pembelajaran dan pengenalan budaya Indonesia kepada siswa.

ABSTRACT

Writing is a very important language skill in school. However, there are still many students who need help with writing. This study analyzes learning to write narratives by applying the traditional game of throwing sandals. The research method used is descriptive qualitative. The research subjects were 18 elementary school students. Data were collected through observation, questionnaires, and story-writing skill tests; After that, the data was evaluated using data reduction, data display, and verification methods. The results showed that learning to write narratives using the traditional game "Throw Sandals" impacted student activity, namely an average score of 3.7 and above, and students were enthusiastic about learning. Judging from the student's response to the traditional game of throwing sandals, an average score of 3.8 was obtained, and the average score for students' narrative writing ability was 82.4. These findings conclude that learning to write narratives using the traditional sandal-throwing game method can be successful, and students can easily express ideas from the experience gained. The traditional game of throwing sandals makes children interact with each other and can help shape and maintain a child's social spirit. Traditional games can encourage students' thinking to be more creative and increase self-confidence. Based on the research results, it can have implications for the quality of learning and the introduction of Indonesian culture to students.

1. INTRODUCTION

Corresponding author

*E-mail addresses: wulan.anggraeni@upi.edu (Sri Wulan Anggraeni)

All layers of society in Indonesia are united by the use of Indonesian as the language of instruction. One can communicate with others through language. If someone can master all four language skills simultaneously, he can communicate effectively. Similarly, every student from elementary school to tertiary level must have language skills when learning. Language skills must be acquired through constant repetition to be effective. When someone can act after learning something, then the individual is considered to have the skill. This statement implies that the role of language as a system of symbols and cultural values is highly relative, and that the value of language use and its role in society are entirely dependent on the user. Everyone needs language skills because they are the basis for the intellectual, moral, and social development of students. Therefore, through teaching language at school, children should be able to improve these four language skills so that they can communicate in good and correct Indonesian both orally and in writing (Gunawan et al., 2022; Menge, 2022).

The four skills determined to be mastered by students and taught in an integrated manner by the teacher are listening, speaking, reading, and writing. This is specified in the curriculum specifications. However, writing is known as a frightening skill to be mastered by students. Writing is an active and productive language activity that requires the skill of expressing ideas or messages in written form using a grammatical structure that allows the reader to understand the written message. Writing well is one of the language skills that students need to practice and develop. Students can convey their thoughts and imagination in an essay through writing exercises (Bustami & Kurniasih, 2022; Hasan, 2022; Yusuf et al., 2019).

Writing is seen as the most challenging of the four skills and requires more time to practice. It has been proven that most students cannot distinguish the form of written paragraphs and get the main ideas, topic sentences, supporting sentences, and closing sentences. As a result, they get low marks in writing (Rao, 2019; Ryan et al., 2022). Based on the specified syllabus as suggested by the Ministry of Education, students must study various genres of writing, which include expository, descriptive, reflective, narrative, and argumentative (Keller et al., 2020; Yusuf et al., 2019).

One of the writing skills that students need to master is the ability to write a narrative. Narrative writing is a component of language subjects that must be learned. However, some research results, for example, in Indonesia, Denmark, Norway, and Sweden, show several problems in teaching narrative writing skills, including (1) students' lack of attention to format, spacing, spelling, grammar, and punctuation when writing essays; (2) assessments of students' narrative writing skills that are not appropriate; and (3) methods of teaching narrative writing skills that still use teaching strategies that are not yet effective (Andersen et al., 2018; Kurnia et al., 2018; von Koss Torkildsen et al., 2016; Wengelin & Strömqvist, 2004).

There are several barriers to developing narrative writing skills, including: (1) Students pay less attention to format, spacing, spelling, and grammar in writing. Because they are too concerned with the content of the writing, students produce substandard work. This is because they do not complete the review and editing steps, leaving their writing with several errors and substandard results. (2) Evaluation of students' narrative writing skills that are not quite right. Sentence length, writing neatness, and other non-essential elements are used to assess students' narrative writing skills. (3) When teaching narrative writing skills, the teacher's learning strategy is still less effective, and (4) students are not motivated to learn writing skills (Andersen et al., 2018; Chen et al., 2022; Hung & Van, 2018).

The problems above show that writing is not easy because it is a complex job with psychological, physical, and emotional aspects. Writing also involves sociocultural interactions between writers, texts, and readers (Cotos, 2015; Deane, 2013). As a result, writing cannot be defined as simply bringing letters, words, or sentences to the surface. Writing requires systematic and creative thinking skills, physical competence in using writing instruments, and the power to manage and express emotions. In this case, writing is a difficult task. Quality activities are necessary for success in writing. One genre that is difficult to produce is a story. Furthermore, the teacher's factor is important in learning to write, but the problem is that the teacher does not provide feedback from student drafts; the teacher does not provide comments on student drafts at each stage of their writing process, and with a large number of students, the teacher is unable to evaluate all student writing (Ho et al., 2020; Li & Mak, 2022; Soyucok & Musa, 2021). This is due to a lack of training and other constraints, and teachers usually provide inadequate feedback on higher-level writing skills (Ballock et al., 2018; Wilson & Roscoe, 2020). In addition, another reason is that the materials available for learning to write are still limited, and the materials provided for the development of writing skills are not fully utilized by the developers of instructional tools and, therefore, result in students' inability to write (Zakaria & Hashim, 2020).

Based on the problems above, learning to write narratives is limited to providing theory, and teachers are less creative in applying it. This is the result of observations made at SDN Muktiwari 02, where teachers continue to teach using text and only provide examples of narrative writing, while remaining true to the existing themes. Of course, students do not learn directly through experience, and many still have

difficulty pouring their creative thoughts or ideas into writing. Many writers still do not follow Indonesian spelling and punctuation rules when carrying out writing activities. Weaknesses in writing student narratives can be addressed by improving class learning quality. To support the achievement of learning, the teacher's skills are needed to choose a method appropriate to the learning objectives. The technique used in education must be effective and efficient so that learning objectives will be easily achieved (Bersih & Margunayasa, 2021; Menge, 2022). One of them is utilizing traditional game methods, actions that can be taken. Children can gain hands-on experience from games because they are actively playing them. Games can also convey messages as an educational resource, such as those used to teach how to create narratives.

Traditional games demand higher levels of physical activity, strategic planning, teamwork, language skills such as singing, and social-emotional interactions such as being angry when you lose, happy when you win, crying when you don't want to accept the consequences, and feeling embarrassed when you lose. Therefore, traditional games can encourage the growth and development of children and are used more as a means of social education and higher education for children than modern games (Cendana & Suryana, 2021; Kamid et al., 2021). Children can learn attitudes, habits, and skills through traditional games. It contains noble messages that include moral principles, religious principles, educational principles, standards, and ethical principles, all of which will be helpful in social interactions in the future. Traditional games teach children to be rugged and robust physically, cognitively, socially, and emotionally. They also teach them how to explore, try new things, and develop their sense of leadership (Khasanah et al., 2012; A. A. S. P. A. Putri & Sujana, 2020).

Throwing sandals is one of the traditional games that can be used to teach narrative writing. This game originates from Betawi, although it also exists in other Indonesian regional cultures with different names. Sandals are used as materials or tools in the traditional game of "throwing sandals." Children used to play this game in their free time after school, during recess, or late at night during the full moon. Kids love to play this game, especially boys. Traditional games are educational and socially beneficial because they require a lot of physical training, strategy development, teamwork, and linguistic skills (Cendana & Suryana, 2021; A. A. S. P. A. Putri & Sujana, 2020). Children can practice developing characteristics that enhance language skills, such as receiving and expressing language, through traditional gameplay activities. Traditional games like sandal throwing help kids talk about how they feel and learn about their environment, other people, and their own feelings.

The ability to write narratives is the focus of this study's language skills. During the lesson, students listened to a video showing sandal throwing and then played sandal throwing. Students were asked to write a narrative about the sandal throwing game activities, imitate the words and actions of their friends, understand the commands conveyed simultaneously, and understand the game being played. Therefore, the hope is that the game of throwing sandals can make it easier for students to express their ideas and write them down in narrative form. The purpose of this study is to describe the traditional game of throwing sandals in the context of teaching narrative writing. The contribution of this research is expected to provide recommendations for teachers to be able to include cultural values in each learning process and apply them creatively so that they can achieve the desired learning goals.

2. METHOD

Researchers used a qualitative research methodology. According to Creswell, "qualitative research" is a study that examines and comprehends the meaning of various people or groups of people arising from social problems. Descriptive studies are considered to be studies that can obtain more information or insight from the phenomenon under study (Creswell & Poth, 2018; Hood et al., 2021; Karkdijk et al., 2019; G. A. T. M. Putri & Rati, 2022). In this case, descriptive studies are used to explore and find more profound knowledge about existing theories. The objects of this study included the ability of fourth-grade students at SDN Muktiwari 02 Cibitung District regarding the traditional game "Throw Sandals," which is used in elementary schools to teach students how to write narratives. A purposive sampling technique determined the sample in this study. Purposeful sampling is a sampling technique that aims to find in-depth and specific information from a study, considering the objectives that have been formulated (G. A. T. M. Putri & Rati, 2022). This study involved 18 fourth-grade students at SDN Muktiwari 02 as the research sample. Data collection methods in this study include observation, questionnaires, and evaluation of narrative writing skills. Observation is a technique for collecting data directly on the object under study (Formosinho & Passos, 2019; Katz-Buonincontro & Anderson, 2020). This study uses participant observation. The data taken through observation consists of data on learning activities to write narratives using the sandal throwing game method. The observation sheet used in this study is presented in Table 1.

Table 1. Observation Instrument for Student Learning Activities

No	Indicator
1	Students prepare to study.
2	Students watch the traditional video game "Throw Sandals."
3	Student cohesion in playing the traditional game "Throw Sandals"
4	Students can ask questions to the teacher
5	Students understand the instructions and guidelines for writing narratives given by the teacher
6	Students write narratives using their creativity.
7	Students submit their narrative works in a timely and organized manner.
8	Students can complete the subject matter and reflect on it.

In addition to observation, to support research data, researchers also used a questionnaire instrument to find out student responses during learning. The questionnaire instrument was designed in the form of a Likert scale using four scales, namely 1, 2, 3, and 4, where each number indicates the value of the student's response to learning using the traditional game of throwing sandals. The questionnaire was given after the last learning meeting was held. The interpretation of the scale in the questionnaire is shown in Table 2.

Table 2. Interpretation of Questionnaire Scale

Scale	Interpretation
2,8-4	High
1,4-2,7	Medium
0-1,3	Low

(Sugiyono, 2014)

The questionnaire instruments provided are contained in Table 3.

Table 3. Students' View of Learning through Traditional Games Throw Sandals

No	Statement
1	I enjoy learning through the traditional throwing sandals game
2	I'm excited to learn through the traditional game of throwing sandals
3	Learning the traditional game of throwing sandals can train the cohesiveness of fellow group members
4	Learning through the traditional game of throwing sandals requires cooperation
5	Learning through the traditional game of throwing sandals can make me more active in the group
6	I find it easier to write narration after playing the traditional game of throwing sandals
7	I can understand differences of opinion between group members in the traditional game of throwing sandals
8	Learning through the traditional game of throwing sandals, made me try harder to win the group
9	It's easy for me to tell in detail about all the activities of the traditional sandal-throwing game
10	I find it easier to develop a narrative that takes place in the events of a traditional throwing sandals game
11	Learning the traditional throwing sandals game can train me to be able to obey the rules of the game.
12	Learning through the traditional game of throwing sandals, I was able to obey the directions and instructions given by the teacher.
13	If there is something I don't understand, I immediately ask the group members or the teacher
14	Effective group communication is critical to group success.
15	I can collect the results of the narrative writing on time
16	The traditional throwing sandals game helped me increase my confidence while studying.

In addition to using observation and questionnaires, this study also used a narrative writing ability test to determine students' narrative writing abilities after playing the traditional sandal throwing game. Then a document study was carried out by asking the teacher to attach documents related to the topic. The documentation study aims to find data related to written records and archives, both pictures and videos, that can provide data for study needs (Fortuna & Syafar, 2018; Pratama, 2019). The data obtained from the

documentation includes data on students' narrative writing ability scores. The lattice of the ability to write narrative instruments is presented in [Table 4](#).

Table 4. Criteria for Ability to Write Narratives

No.	Aspect	Indicator	Weight
1	Contents	(1) Plot (2) Characterization (3) Setting (4) Viewpoint	40%
2	Organization	(1) The structure of the essay is balanced in a logical sequence.	30%
3	Language	(2) Cohesion and coherence (1) Use of sentence structure, word/phrase group arrangement	20%
4	Writing grammar	(2) Diction The use of punctuation, writing letters, numbers, the use of capital letters is an absorption element	10%

Furthermore, all research data were collected and analyzed through several stages, namely data reduction, data display, and data verification based on results. Data analysis used Miles and Huberman's qualitative data analysis techniques ([Riani & Ain, 2022](#)). In this qualitative data analysis technique, there are several stages. The first is data reduction, namely the selection process based on raw data, focusing, simplification, and abstraction. The second stage is the presentation of data. The presentation of data involves sorting data according to predetermined groupings by making several kinds of matrices, patterns, or tables. It's easier to understand. The third stage, the conclusion, is the last stage, which summarizes the results of the research conducted by the author.

3. RESULT AND DISCUSSION

Result

The game is a vehicle for educational activities outside of the classroom, which are critical in the process of socialization. Especially if they are introduced to traditional games, children can learn to recognize cultural values and social norms, which are needed as guidelines for social interaction, and play roles according to the social position they will later assume. Traditional games have many benefits for students, apart from not spending a lot of money, and can also be healthy for the body. The game is very good for training children physically and mentally. Indirectly, children will be designed for their creativity, agility, leadership spirit, and social behavior ([Bete & Saidjuna, 2022](#); [Kacar & Ayaz-Alkaya, 2022](#)).

The traditional game "Throw Sandal" has a positive impact on student activities in learning to write narratives. This traditional game of throwing sandals does not require excessive facilities and infrastructure because this game is traditional in nature so. That the facilities and infrastructure used in this game are easy to find, and equipment is often used in everyday life, so there are no significant obstacles in researchers implementing this game to students. Based on the results of observations of students' learning activities by implementing the traditional game of throwing sandals, it showed a positive impact, namely the average score of student activity was 3.7 and above. Most of the students were able to prepare themselves to receive learning, were able to listen to the teacher's explanation, were unified in carrying out the traditional sandal-throwing game, actively asked questions, were able to understand traditional game instructions, and were able to write narratives well. Learning by applying the traditional game of throwing sandals can also shape social behavior in the person of each student with hard work, responsibility, and laughter that always accompanies every game of throwing sandals and chasing each other. So it can be concluded that learning to write narratives using the traditional game method of throwing sandals is very effective in activating students in learning.

The observation results were also confirmed by the survey findings given to students to find out how they felt about learning to compose narrative texts through the traditional game of throwing sandals. Based on the results of a survey of student responses by playing the game "throwing sandals," it is 3.8. This shows that the student's interest in learning through the game of throwing sandals is very large. Students enjoy learning with the traditional game of throwing sandals because they rarely play it in their home environment and are very enthusiastic when the teacher brings traditional games into teaching narrative

writing. In addition, students also become more cohesive with their groups because, in this sandal-throwing game, students compete to win and try to keep their fortress. As a result of this traditional game of throwing sandals, students improve not only their cognitive abilities, but also their social abilities.

In view of the learning process, using the game of throwing sandals can make students enjoy learning. Of course, this can affect students' learning outcomes. It is evident from the results of students' narrative writing skills, which are influenced by student involvement in all learning activities and students' positive reactions to the traditional game of throwing sandals when learning to write. Through play activities, students experience first-hand the experiences that occur, making it easier for students to express their ideas and easier for them to write. Based on the results of the student's narrative writing ability test, the average score for students' narrative writing ability was 82.4. This shows that learning to write narratives using the traditional sandal-throwing game method can be successful because students can more easily write stories with a good plot, can develop thoughts coherently, and can make sentences that are cohesive and coherent so that the writing they make can produce good narrative stories and structure.

Discussion

Writing is a fundamental skill. Writers use these versatile skills to learn new ideas, persuade others, record information, create imaginary worlds, express feelings, entertain others, heal psychological wounds, record experiences, and explore the meaning of events and situations. If students want to be successful at school, at work, and in their personal lives, they must learn to write. This requires that they receive adequate practice and instruction in writing, as these complex skills do not develop naturally. Many schools around the world are not achieving this goal, as large numbers of students are not acquiring the writing skills needed to be successful in today's society. One of the reasons this is the case is that many students are not receiving the writing instruction they need or deserve (Graham, 2018, 2019). Therefore, learning to write must be able to provide the right proportion in the development of concepts and practices through a learning process that pays attention to the accuracy of the methods and media used by the teacher (Bimpong, 2019; Liao et al., 2021).

The teacher factor greatly influences the achievement of learning objectives; the teacher's presence is not limited to content mastery but must be supported by appropriate teaching methods. The teacher is the most important factor in facilitating the learning process (Lawrence & Tar, 2018; Pidrawan et al., 2022; Yestiani & Zahwa, 2020), because the teacher is a facilitator in the learning process that requires ways or methods of learning. So, good teachers generally always try to use effective teaching methods and the best media tools when carrying out language learning (Khair et al., 2021; Minsih & D, 2018). To fulfill these objectives, a teacher must be able to use efficient teaching techniques in teaching and learning activities. The education offered to students must match their abilities at a particular stage of instruction. This is especially true when teaching writing in Indonesian.

The teaching method for teaching narrative writing applied in this study is the traditional game of throwing sandals. In Indonesia, traditional games have enriched the country's cultural wealth, and it is used in education. Traditional game-based education combines various disciplines according to the curriculum and can create a real learning process that provides students with comfort in learning. Learning to write narratives through the traditional game of sandal throwing is more realistic and provides an interesting lesson picture in a lesson. The success of learning in the classroom depends on providing good and fun teaching. One way to create a fun learning atmosphere is with traditional games, which are a means of expressing and appreciating local customs while fostering a pleasant environment (Della & Turistiani, 2022; Kristina et al., 2022; Zakiah et al., 2022).

Based on the opinions above, playing traditional games can make children happy and excited. Learning with traditional games can have an impact on student learning at school. If students feel uncomfortable at school, they will be less focused on studying, and if they don't focus on studying, they will not understand what the teacher is teaching in front of the class. Likewise, in learning to write narratives, it is necessary to have an environment that makes students comfortable because it is essential to feel comfortable when writing. Students are confident and not pressured to express ideas (Jiang & Zhang, 2020). Learning to write narratives with the traditional game of throwing sandals makes students free to express their ideas and opinions, easy to imagine, active in thinking, and freer to express because learning by playing is a routine activity they do. The quality of writing is influenced by various elements, such as vocabulary, motivation, interest, talent, self-confidence, perseverance, etc., which help students develop their writing skills (Abbas & Herdi, 2022; Solikhah & Sari, 2022). Motivation is an essential component of learning success. The integration of game elements in non-game contexts acts as a learning catalyst to foster interaction and motivation in learning (Zakaria & Hashim, 2020). Teaching children to write by having them play traditional games can increase their motivation, interest in learning, and self-confidence because they

are more comfortable in the type of learning environment they like, and socializing can also develop their ideas.

Naturally, the process of writing and reading takes place at an early stage under physical and mental stress. Children have difficulty digesting their difficulties and failures. Therefore, neither physical nor psychological stress has the expected effect. The student realized and understood his mistake, but he could not overcome it even with his teacher's guidance. In such cases, the teacher can implement various fun games to raise the students' moods. Such a momentary physical and mental break relieves the child's mental tension and increases the child's level of mastery and acceptance of the subject (Qo'ldoshev & Jumayeva, 2021).

Children will be encouraged to practice abilities that can direct their cognitive, verbal, psychomotor, and physical development through play or with play as an activity related to the whole child, not only in part but through space (during the child's playtime). Playing will help children become more creative. It starts with emotional development, which then spurs creativity in socializing. Children can develop their social, verbal, and emotional skills through the interactions that occur when they play traditional games (Thalib et al., 2022; Ulfah et al., 2021). This is evidenced by the fact that during the game, students become more compact with their friends, can cooperate reasonably, are active in interactions, are more supportive, and can try hard to win the game. Traditional games provide more opportunities for children to socialize and work together in groups, which are considered to have a more significant influence on the development of children's potential compared to current games, which place more emphasis on individualization. Traditional games are perfect for the growth and development of children because they contain noble values passed down from our ancestors, and we must preserve them. The advantages of traditional play for children include teaching them how to collaborate, adapt, connect well with others, develop self-control, develop peer empathy, obey rules, respect others, and stimulate six different areas of development during childhood (Roostin et al., 2022; Sufriyanto & Putra, 2019).

In practice, to increase students' understanding of the rules of playing the traditional sandal-throwing game, they are presented with a video of the traditional sandal-throwing game. It is believed that the use of video is very effective for students to understand game concepts quickly. The video contains visual elements that can assist teachers in teaching in context, visualizing concept networks, summarizing relationships between ideas, motivating students, keeping attention alive, making lessons fun, and facilitating education. Pictures in videos are effective teaching materials, especially showing practical examples of teaching speaking and listening skills. Images in videos can also be considered materials suitable for developing reading and writing skills. (Soyuçok & Musa, 2021). The use of the traditional video game of throwing sandals can also have a positive impact on student learning activities. Student activities show a positive attitude. Namely, students are more prepared to accept lessons, and students can also listen to videos of traditional sandal-throwing games that are broadcast and are serious about listening to teacher explanations so that students can understand how to carry out traditional sandal-throwing games. Students can also attend and receive narrative writing materials. Therefore, traditional games used to teach in class can be more fun so that students will more readily understand the lessons from the teacher. Students can hone their collaboration skills by playing this traditional game with each other. In addition, judging from their attitude, students increase their self-confidence and closeness with their friends to improve their social skills. Traditional games have an element of confidence. Making decisions, for example, is clear when directing a ball to a sandal pyramid. However, when arranging a messy sandal pyramid, students must be more confident and dare to act without hesitation (Kristina et al., 2022; Manik et al., 2022).

Games can help students to obtain higher and more significant levels of understanding and achievement. Students can construct the meaning of their knowledge based on the knowledge they have, which is where games enter constructivism theory (Zakaria & Hashim, 2020). The traditional children's game of throwing sandals can also make children smart, especially in communication. This study is more focused on aspects of narrative writing ability. Learning to write narratives with traditional games is effective as a learning medium. Traditional play activities can help children become focused thinkers, skilled at counting, communicators, socializers, and collaborators. Writing stories from traditional game activities is an easy thing for students because playing is an activity that is familiar to children, and they prefer playing activities that suit their characters. In addition, traditional game activities can also provide valuable experiences for children, making it easier for them to get their ideas down and put them in written form (Dewi et al., 2022; Khaleghipour et al., 2022). A child's social spirit can be formed and developed through traditional games, which allow children to connect with each other and the natural world. The development of children's social skills aims to help the country maintain the good values contained in its cultural heritage. Folk or traditional games can encourage imaginative and creative activities, allow children to explore the world, and increase their self-confidence (Kacar & Ayaz-Alkaya, 2022; Kurniawan, 2018).

Children can quickly develop ideas and be more expressive through the traditional game of throwing sandals. Especially in writing narratives, more emphasis is placed on the storyline and the development of narrative elements. Therefore, one needs mental, emotional, and physical maturity to write narratives. In this regard, a story must be approached not only as a genre to be learned or taught but as a tool that allows students to develop as a whole. Some experts argue that "the power of narrative is not about life but about the interactions in life," but rather the process of interaction between expressions and the context in which characters and events occur are the salient issues (Creswell & Poth, 2018; Esfandiari et al., 2022; Soyucok & Musa, 2021). So, it is believed that learning to write narratives by applying the traditional game of throwing sandals is very effective because it can make students actively involved in listening to and responding to teacher explanations, responding to their friends, interacting, learning to solve problems, discussing, and trying to do writing exercises. Thus, it is not surprising that the average percentage of student activity is at the tolerance limit in learning to write narratives using the traditional game of throwing sandals.

Based on research, the traditional game of throwing sandals is very effective in teaching students to write and can improve their narrative writing skills. This study will benefit both students and teachers. Students and teachers can feel the benefits of using the traditional game of throwing sandals. Students can develop their creativity, cognitive, affective, and motor skills. Furthermore, the traditional game of throwing sandals can elicit an active response among students in terms of competing, being responsible, socializing, and collaborating, which can motivate students to learn more effectively. Likewise, teachers can contribute to the application of learning to write narratives so that it makes it easier for teachers to convey material in teaching writing narratives.

4. CONCLUSION

Based on the results of the research that has been done, it can be concluded that the traditional game of throwing sandals can positively impact learning to write narratives. The results obtained during the learning process by implementing the traditional sandal-throwing game can motivate students to actively participate in the game from start to finish. Even during the learning process, students can study comfortably without being tense. It makes it easy for students to express their opinions while playing. Of course, this can improve students' language skills, which directly impact their narrative writing abilities. Students learning to write narratives with the traditional sandal-throwing game find it easier to express their ideas and opinions because they get direct experience from the traditional sandal-throwing game.

5. REFERENCES

- Abbas, M. F. F., & Herdi, H. (2022). Investigasi Faktor-Faktor yang Mempengaruhi Kualitas Tulisan Ilmiah Mahasiswa. *Jurnal Pendidikan*, 10(1), 18–26. <https://doi.org/10.36232/pendidikan.v10i1.1574>.
- Andersen, S. C., Christensen, M. V., Nielsen, H. S., Thomsen, M. K., Østerbye, T., & Rowe, M. L. (2018). How reading and writing support each other across a school year in primary school children. *Contemporary Educational Psychology*, 55, 129–138. <https://doi.org/10.1016/j.cedpsych.2018.09.005>.
- Ballock, E., McQuitty, V., & McNary, S. (2018). An Exploration of Professional Knowledge Needed for Reading and Responding to Student Writing. *Journal of Teacher Education*, 69(1), 56–68. <https://doi.org/10.1177/0022487117702576>.
- Bersih, K., & Margunayasa, I. G. (2021). Demonstration-Based Learning Videos on the Topic of Substance Changes in Elementary Schools. *Jurnal Ilmiah Sekolah Dasar*, 5(2), 279. <https://doi.org/10.23887/jisd.v5i2.34689>.
- Bete, D. T., & Saidjuna, M. K. (2022). Implementasi Permainan Tradisional Benteng Dalam Pembelajaran Penjas Terhadap Pembentukan Perilaku Sosial Siswa Sekolah Dasar. *Jurnal Penelitian Dan Pengembangan Pendidikan*, 5(2), 70–79. <https://ejournal.upg45ntt.ac.id/ciencias/article/view/77>.
- Bimpong, W. K. (2019). Teaching purposefully: Considering the perspectives of foreign language learners in language skill development. *International Journal of Language Studies*, 13(3), 17–36. <https://eric.ed.gov/?id=ED598551>.
- Bustami, N. H., & Kurniasih, M. D. (2022). Analisis Pendekatan Iceberg melalui Video Pembelajaran untuk Mendukung Kemampuan Numerasi. *Jurnal Basicedu*, 6(4), 6175–6181. <https://doi.org/10.31004/basicedu.v6i4.3192>.
- Cendana, H., & Suryana, D. (2021). Pengembangan Permainan Tradisional untuk Meningkatkan Kemampuan Bahasa Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 6(2), 771–778. <https://doi.org/10.31004/obsesi.v6i2.1516>.

- Chen, D., Hebert, M., & Wilson, J. (2022). Examining Human and Automated Ratings of Elementary Students' Writing Quality: A Multivariate Generalizability Theory Application. *American Educational Research Journal*, 59(6), 1122–1156. <https://doi.org/10.3102/00028312221106773>.
- Cotos, E. (2015). Automated Writing Analysis for Writing Pedagogy: From Healthy Tension to Tangible Prospects. *Writing & Pedagogy*, 7(2–3), 197–231. <https://doi.org/10.1558/wap.v7i2-3.26381>.
- Creswell, J. W., & Poth, C. N. (2018). *Qualitative inquiry and research design: Choosing among five approaches*. SAGE Publications.
- Deane, P. (2013). On the relation between automated essay scoring and modern views of the writing construct. *Assessing Writing*, 18(1), 7–24. <https://doi.org/10.1016/j.asw.2012.10.002>.
- Della, R. N., & Turistiani, T. D. (2022). Penerapan Metode Sugestopedia Bermedia Lagu Pop Pada Pembelajaran Menulis Puisi Siswa Kelas Viii F Smp Negeri 28 Surabaya. *BAPALA*, 9(8), 138–145. <https://ejournal.unesa.ac.id/index.php/bapala/article/view/47907>.
- Dewi, R., Astuti, T., & Muslihah, N. N. (2022). Membumikan Permainan Tradisional Sebagai Upaya Pelestarian Budaya Daerah Pada Siswa Sekolah Dasar Di Kecamatan Jayaloka Kabupaten Musi Rawas. *Jurnal Cemerlang: Pengabdian Pada Masyarakat*, 4(2), 193–206. <https://doi.org/10.31540/jpm.v4i2.1576>.
- Esfandiari, R., Meihami, H., & Jahani, F. (2022). Narrative inquiry: A dynamic approach. *TESL-EJ*, 25(4), 1–24. <https://tesl-ej.org/pdf/ej100/a4.pdf>.
- Formosinho, J., & Passos, F. (2019). The development of a rights-based approach to participation: from peripheral involvement to central participation of children, parents and professionals. *European Early Childhood Education Research Journal*, 27(3), 305–317. <https://doi.org/10.1080/1350293X.2019.1600801>.
- Fortuna, D., & Syafar, S. (2018). Peningkatan Kemampuan Mengenal Huruf Melalui Permainan Kartu Huruf Pada Kelompok B4 Tk Negeri Pembina 1 Palembang Tahun Ajaran 2018/2019. *Jurnal Tumbuh Kembang: Kajian Teori Dan Pembelajaran PAUD*, 5(2), 1–13. <https://doi.org/10.36706/jtk.v5i2.7567>.
- Graham, S. (2018). A Revised Writer(s)-Within-Community Model of Writing. *Educational Psychologist*, 53(4), 258–279. <https://doi.org/10.1080/00461520.2018.1481406>.
- Graham, S. (2019). Changing How Writing Is Taught. *Review of Research in Education*, 43(1), 277–303. <https://doi.org/10.3102/0091732X18821125>.
- Gunawan, D., Mustofa, B., & Wahyudin, D. (2022). Pengembangan Desain Pembelajaran Berbasis Verbal Linguistik Intelligence untuk Meningkatkan Keterampilan Berbahasa Peserta Didik. *Jurnal Basicedu*, 6(2), 2979–2993. <https://doi.org/10.31004/basicedu.v6i2.2541>.
- Hasan, H. (2022). Penerapan Metode Field Trip dalam Menulis Puisi Siswa Kelas X. *Jurnal Inovasi, Evaluasi Dan Pengembangan Pembelajaran (JIEPP)*, 2(1), 27–33. <https://doi.org/10.54371/jiepp.v2i1.135>.
- Ho, P. V. P., Phung, L. T. K., Oanh, T. T. T., & Giao, N. Q. (2020). Should Peer E-Comments Replace Traditional Peer Comments? *International Journal of Instruction*, 13(1), 295–314. <https://doi.org/10.29333/iji.2020.13120a>.
- Hood, S. A., Beauchesne, B. M., Fahmie, T. A., & Go, A. (2021). Descriptive assessment of conversational skills: Towards benchmarks for young adults with social deficits. *Journal of Applied Behavior Analysis*, 54(3), 1075–1094. <https://doi.org/10.1002/jaba.831>.
- Hung, B. P., & Van, L. T. (2018). Depicting and Outlining as Pre-writing Strategies: Experimental Results and Learners' Opinions. *International Journal of Instruction*, 11(2), 451–464. <https://doi.org/10.12973/iji.2018.11231a>.
- Jiang, D., & Zhang, L. J. (2020). Collaborating with 'familiar' strangers in mobile-assisted environments: The effect of socializing activities on learning EFL writing. *Computers & Education*, 150, 103841. <https://doi.org/10.1016/j.compedu.2020.103841>.
- Kacar, D., & Ayaz-Alkaya, S. (2022). The effect of traditional children's games on internet addiction, social skills and stress level. *Archives of Psychiatric Nursing*, 40, 50–55. <https://doi.org/10.1016/j.apnu.2022.04.007>.
- Kamid, K., Syaiful, S., Theis, R., Sufri, S., Septi, S. E., & Widodo, R. I. (2021). Traditional "Congklak" Games and Cooperative Character in Mathematics Learning. *Jurnal Ilmiah Sekolah Dasar*, 5(3), 443. <https://doi.org/10.23887/jisd.v5i3.37740>.
- Karkdijk, J., van der Schee, J. A., & Admiraal, W. F. (2019). Students' geographical relational thinking when solving mysteries. *International Research in Geographical and Environmental Education*, 28(1), 5–21. <https://doi.org/10.1080/10382046.2018.1426304>.
- Katz-Buonincontro, J., & Anderson, R. C. (2020). A Review of Articles Using Observation Methods to Study Creativity in Education (1980–2018). *The Journal of Creative Behavior*, 54(3), 508–524. <https://doi.org/10.1002/jocb.385>.

- Keller, S. D., Fleckenstein, J., Krüger, M., Köller, O., & Rupp, A. A. (2020). English writing skills of students in upper secondary education: Results from an empirical study in Switzerland and Germany. *Journal of Second Language Writing, 48*, 100700. <https://doi.org/10.1016/j.jslw.2019.100700>.
- Khair, U., Rihan K, E., & Misnawati, M. (2021). Indonesian language teaching in elementary school. *Linguistics and Culture Review, 6*, 172–184. <https://doi.org/10.21744/lingcure.v6nS2.1974>.
- Khaleghipour, M., Akbari, N., Hajaty, S., Shirmohammadi Fard, S., Jamalimoghaddam, M., Sabzi, Z., & Asadi, L. (2022). Evaluation of the effect of narrative writing on the stress sources of the fathers of preterm neonates admitted to the NICU. *The Journal of Maternal-Fetal & Neonatal Medicine, 35*(4), 651–656. <https://doi.org/10.1080/14767058.2020.1730795>.
- Khasanah, I., Prasetyo, A., & Rakhmawati, E. (2012). Permainan Tradisional Sebagai Media Stimulasi Aspek Perkembangan Anak Usia Dini. *Paudia : Jurnal Penelitian Dalam Bidang Pendidikan Anak Usia Dini, 1*(1). <https://doi.org/10.26877/paudia.v1i1.261>.
- Kristina, P. C., Kurnia, M., Daryono, D., Hidayad, F., Perabunita, P., & Fahritsani, H. (2022). Workshop Permainan Tradisional Sebagai Bahan Ajar Guru Pendidikan Jasmani Di MGMP Sekolah Menengah Pertama (SMP) Kota Palembang. *Wahana Dedikasi : Jurnal PkM Ilmu Kependidikan, 5*(1), 134. <https://doi.org/10.31851/dedikasi.v5i1.7158>.
- Kurnia, R., Arief, D., & Irdamurni, I. (2018). Development of Teaching Material for Narrative Writing Using Graphic Organizer Story Map in Elementary School. *International Journal of Research in Counseling and Education, 1*(1), 22. <https://doi.org/10.24036/009za0002>.
- Kurniawan, M. R. (2018). Permainan tradisional Yogyakarta sebagai sumber belajar alternatif berbasis kearifan lokal bagi pembelajaran di sekolah dasar. *Premiere Educandum : Jurnal Pendidikan Dasar Dan Pembelajaran, 8*(2), 98. <https://doi.org/10.25273/pe.v8i2.2697>.
- Lawrence, J. E., & Tar, U. A. (2018). Factors that influence teachers' adoption and integration of ICT in teaching/learning process. *Educational Media International, 55*(1), 79–105. <https://doi.org/10.1080/09523987.2018.1439712>.
- Li, J., & Mak, L. (2022). The effects of using an online collaboration tool on college students' learning of academic writing skills. *System, 105*, 102712. <https://doi.org/10.1016/j.system.2021.102712>.
- Liao, X., Zhu, X., & Cheong, C. M. (2021). Direct and indirect effects of independent language skills on the integrated writing performance of Chinese-speaking students with low proficiency. *Reading and Writing, 34*(10), 2529–2557. <https://doi.org/10.1007/s11145-021-10152-7>.
- Manik, D. L., Yunitaningrum, W., Bafadal, M. F., Haetami, M., & Triansyah, A. (2022). Pengaruh Permainan Tradisional Boi-Boian Terhadap Karakter Percayadiri Siswa Usia 10 – 12 Tahun Sd Salomo Pontianak. *Jurnal Pendidikan Sosiologi Dan Humaniora, 13*(2), 731–737. <http://dx.doi.org/10.26418/j-psh.v13i2.58361>.
- Menge, T. (2022). Penerapan Metode Diskusi untuk Meningkatkan Keterampilan Berbahasa Lisan Bagi Siswa Kelas II SDI Ende 10. *Jurnal Literasi Pendidikan Dan Humaniora, 7*(1), 12–21. <http://uniflor.ac.id/e-journal/index.php/literasi/article/view/1770>.
- Minsih, M., & D, A. G. (2018). Peran Guru Dalam Pengelolaan Kelas. *Profesi Pendidikan Dasar, 1*(1), 20. <https://doi.org/10.23917/ppd.v1i1.6144>.
- Pidrawan, I. G. A., Rasna, I. W., & Putrayasa, I. B. (2022). Analisis Strategi, Aktivitas, Dan Hasil Belajar Siswa Dalam Pembelajaran Menulis Yang Diampu Oleh Guru Penggerak Bahasa Indonesia Di Kota Denpasar. *Jurnal Pendidikan Dan Pembelajaran Bahasa Indonesia, 11*(1), 75–86. https://doi.org/10.23887/jurnal_bahasa.v11i1.973.
- Pratama, R. A. (2019). Media Pembelajaran Berbasis Articulate Storyline 2 Pada Materi Menggambar Grafik Fungsi Di Smp Patra Dharma 2 Balikpapan. *Jurnal Dimensi, 7*(1). <https://doi.org/10.33373/dms.v7i1.1631>.
- Putri, A. A. S. P. A., & Sujana, I. W. (2020). Traditional Game “Bakiak” Assisted Project-Based Learning Model Influences Students' Social Skills. *Jurnal Ilmiah Sekolah Dasar, 4*(3), 463. <https://doi.org/10.23887/jisd.v4i3.25360>.
- Putri, G. A. T. M., & Rati, N. W. (2022). Reading Problems in Grade II Elementary School Students. *Jurnal Ilmiah Sekolah Dasar, 6*(2), 244–252. <https://doi.org/10.23887/jisd.v6i2.42584>.
- Qo'ldoshev, A. R., & Jumayeva, G. H. (2021). Forming Writing Skills in Left-Handed Students. *Middle European Scientific Bulletin, 10*. <https://doi.org/10.47494/mesb.2021.10.309>.
- Rao, P. S. (2019). The significance of writing skills in ell environment. *ACADEMICIA: An International Multidisciplinary Research Journal, 9*(3), 5. <https://doi.org/10.5958/2249-7137.2019.00035.1>.
- Riani, S. S., & Ain, S. Q. (2022). The Role of School Principal in Implementing Education Quality Management. *Jurnal Ilmiah Sekolah Dasar, 6*(1), 204–211. <https://doi.org/10.23887/jisd.v6i2.45216>.
- Roostin, E., Aprilianti, R., & Martini, A. (2022). Pelatihan Media Permainan Tradisional Dakuca Terhadap Guru Raudathul Athfal Kabupaten Sumedang. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini, 6*(5),

- 5154–5164. <https://doi.org/10.31004/obsesi.v6i5.1890>.
- Ryan, M., Khosronejad, M., Barton, G., Myhill, D., & Kervin, L. (2022). Reflexive writing dialogues: Elementary students' perceptions and performances as writers during classroom experiences. *Assessing Writing*, 51, 100592. <https://doi.org/10.1016/j.asw.2021.100592>.
- Solikhah, N. A., & Sari, R. A. (2022). Influence of Summarizing Short Stories Towards Students' Narrative Writing Ability. *Journal Corner of Education, Linguistics, and Literature*, 1(3), 176–190. <https://doi.org/10.54012/jcell.v1i3.34>.
- Soyuçok, M., & Musa, Ç. (2021). Visually supported activity suggestions to develop secondary school students story writing skills. *Educational Research and Reviews*, 16(8), 357–371. <https://doi.org/10.5897/ERR2021.4166>.
- Sufriyanto, A., & Putra, Y. (2019). Pengaruh Latihan Imagery Mental Terhadap Kepercayaan Diri Pada Atlet Sepakbola Kabupaten Kerinci. *Jurnal Riset Psikologi*, 3, 1–12. <http://dx.doi.org/10.24036/jrp.v2019i3.6108>.
- Sugiyono. (2014). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Alfabeta.
- Thalib, A., Sitepu, M. S., Herlina, H., Rizal, R., & Delima, A. P. (2022). The Effectiveness of the Nobangan Learning Model Based on the Traditional Kaili Tribe Game on Students' Learning Interest. *Journal Ilmiah Sekolah Dasar*, 6(2), 270–277. <https://doi.org/10.23887/jisd.v6i2.46207>.
- Ulfah, A. A., Dimiyati, D., & Putra, A. J. A. (2021). Analisis Penerapan Senam Irama dalam Meningkatkan Kemampuan Motorik Kasar Anak Usia Dini. *Jurnal Obsesi : Jurnal Pendidikan Anak Usia Dini*, 5(2), 1844–1852. <https://doi.org/10.31004/obsesi.v5i2.993>.
- von Koss Torkildsen, J., Morken, F., Helland, W. A., & Helland, T. (2016). The dynamics of narrative writing in primary grade children: writing process factors predict story quality. *Reading and Writing*, 29(3), 529–554. <https://doi.org/10.1007/s11145-015-9618-4>.
- Wengelin, A., & Strömqvist, S. (2004). *Text-writing development viewed through on-line pausing in Swedish* (pp. 177–190). <https://doi.org/10.1075/tilar.3.12wen>.
- Wilson, J., & Roscoe, R. D. (2020). Automated Writing Evaluation and Feedback: Multiple Metrics of Efficacy. *Journal of Educational Computing Research*, 58(1), 87–125. <https://doi.org/10.1177/0735633119830764>.
- Yestiani, D. K., & Zahwa, N. (2020). Peran Guru dalam Pembelajaran pada Siswa Sekolah Dasar. *FONDATIA*, 4(1), 41–47. <https://doi.org/10.36088/fondatia.v4i1.515>.
- Yusuf, Q., Jusoh, Z., & Yusuf, Y. Q. (2019). Cooperative Learning Strategies to Enhance Writing Skills among Second Language Learners. *International Journal of Instruction*, 12(1), 1399–1412. <https://doi.org/10.29333/iji.2019.12189a>.
- Zakaria, N. Y. K., & Hashim, H. (2020). Game-based Assessment in Academic Writing Course for Pre-Service Teachers. *TESOL International Journal*, 15(1), 65–73. <https://eric.ed.gov/?id=EJ1257217>.
- Zakiah, N. E., Sunaryo, Y., Risma, Supriatna, A., Sukartati, Rohyani, E., Rukmana, D. A., & Nurfaidah, V. (2022). *Eksplorasi Kemampuan Numerasi Siswa Melalui Permainan Tradisional*. Perkumpulan Rumah Cemerlang Indonesia (PRCI).