

Inquiry Learning Model Based on Traditional Games for Indonesian Children in Improving Storytelling Ability

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ABSTRACT

This research aims to explain the inquiry learning model based on traditional Indonesian games in improving children's storytelling abilities, as well as the process of implementing it in learning. The research was conducted in the 2023/2024 Academic Year, Even Semester at Madrasah Ibtidaiyah Al-Zaytun, Sandrem Village, Gantar District, Indramayu Regency, on class IV (four) students in West Java Province. This study uses the Research and Development (R&D) method with the Analysis Design Development Implementation and Evaluation (ADDIE) model. The data collection method, in the form of interviews, questionnaires, and observations, is a new learning model developed from the traditional game-based inquiry learning model to improve storytelling to make learning more meaningful. The results of the assessment of the traditional game-based learning model design were 90%, with the category very suitable for use. The results of the learning media expert assessment of 96% showed that learning media is very suitable for use. Meanwhile, Based on the implementation results, the assessment result is 94%. This proves that the learning model is suitable for use. Based on the data above, a traditional game-based inquiry learning model for improving storytelling abilities in fourth-grade elementary school students is needed.

Keywords: Learning models, Traditional Games, Storytelling

I. INTRODUCTION

A learning model is a form of learning that is described from beginning to end and-, delivered sequentially by a teacher. At the end of learning, there is an accompanying impact, namely, the learning results from a learning process that creates a learning atmosphere that is experienced directly by students with or without any direct direction from the teacher (Marliana and Suhertuti, 2018: 46-47).

Indonesian language learning aims to achieve competency standards formulated and translated into core competencies in learning materials. This learning covers four areas of language skills: listening, speaking, reading, and writing (Kusmana, 2019).

Learning model with traditional game nuances. Traditional games have characteristics, including the existence of national character values, highlighting local wisdom, and an effort to preserve culture. Developing a game learning model, will create an exciting learning atmosphere, because, in essence, traditional games, apart from being recreational, are also very well known among the public. This is in line with Wulan (2008,p.6).

Elementary school proficiency in understanding the stories outlined in the 2013 curriculum is determined by the grade level, which is adjusted to educational goals and learning standards. This is stated in Minister of Education and Culture Regulation No. 37. Students were encouraged to understand storytelling based on their experiences.

Game learning methods can increase students' learning motivation in teaching and learning activities both inside and outside the classroom (Rozak, 2023). Elementary school students cannot easily have the motivation to learn if educators do not have creativity in determining and changing the methods used.

Therefore, it is necessary to develop an inquiry learning model based on traditional Indonesian games to improve elementary/MI students' storytelling.

II. RESEARCH METHODS

This research uses the Research and Development (R&D) method (Saputro, 2021: 7) with the ADDIE (Analysis Design Development Implementation Evaluation) model (Branch, 2009: 2). The data sources in this study were teachers, educational practitioners, and a team of experts. The expert team, consisting of material and media experts, acts as a validator to assess the feasibility of an inquiry learning model based on traditional Indonesian games for SD/MI. The research was carried out in Madrasah Ibtidaiyah Al-Zaytun, Sandrem Village, Gantar District, Indramayu Regency, West Java Province. The research was conducted in the 2023/2024 academic year, even in the semester.

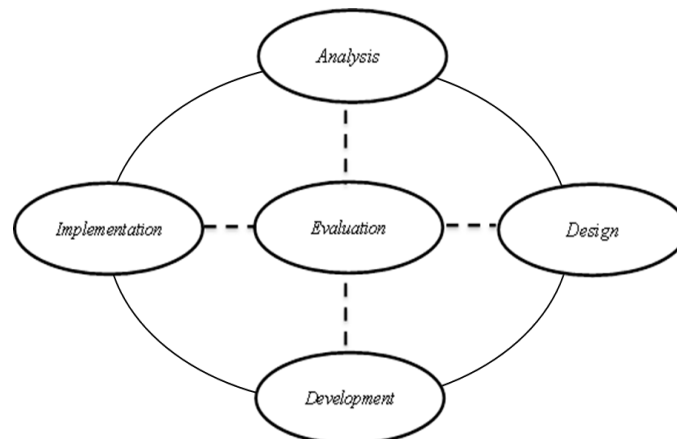


Figure 1. ADDIE Model

Data collection techniques in this research were conducted through interviews, questionnaires, and observations. The instruments used in this research are the assessment of material experts and media experts, as well as practitioner assessments and, interview sheets.

Data analysis was carried out using Likert scale calculations (Sugiyono, 2019):

Table 1. Evaluation Criteria for Validation Sheet

Score	Criteria
1	SK (Very Poor)
2	K (Less)
3	B (Good)
4	SB Very Good)

Next, it is analyzed quantitatively using percentages with the following formula:

$$\text{Percentage (\%)} = \frac{\text{Total score}}{\text{Maximum Score}} \times 100\%$$

The results of the assessment scores from each validator, material expert, media expert, and practitioner, were then averaged, and a category conversion was performed to determine the validity and feasibility of the inquiry learning model based on traditional Indonesian games. Converting scores into assessment categories according to Ridwan (2015, p.:13).

Table 2. Validation Category Criteria

Category Conversion	
Quality Score	Eligibility Criteria
$3.26 < x \leq 4.00$	Very Good/Very Decent
$2.51 < x \leq 3.26$	Good/Decent

Category Conversion	
$1.76 < x \leq 2.51$	Less / Less Eligible
$1.00 < x \leq 1.76$	Very Inadequate / Not Eligible

III. RESEARCH RESULTS AND DISCUSSION

The initial stage, namely the analysis, is carried out through an analysis of student needs. This stage is carried out by analyzing the real conditions of the learning process at school. The analysis process included the learning model used, the conditions of teachers and students in the learning process, and student responses in the learning process through direct observation, documentation, and interviews.

Based on the results of direct observations, learning obstacles were found, namely that the learning model used was still less varied when looking at student learning outcomes. Based on the interview results, the learning model used was conventional.

The analysis stage is the process of identifying the problems students face when conducting learning process. This analysis stage was conducted by direct observations. Based on the results of observations, it shows that there are still several problems faced in the learning process.

The results of the analysis of teacher needs and curriculum in general show that, the Indonesian language learning activity process is still dominated by conventional methods that use lectures. Until now, no traditional game-based inquiry learning model has been used in the learning process. Teachers find it difficult if every lesson has to prepare innovative learning models.

The second stage of the ADDIE method is designed. At this stage, researchers designed a learning model. The learning model design, prepared in the form of a guide to an inquiry learning model based on traditional Indonesian games, improves storytelling skills for elementary/MI students.

At this stage, several steps were carried out, starting from the preparation of basic competencies (KD) and indicators, the formulation of material, and a step-by-step guide to the inquiry learning model, which was developed using traditional Indonesian games. This is based on basic competencies (KD) and indicators for Indonesian language subjects in storytelling materials, namely KD 3.5 and 4.5.

The learning model that will be developed has six stages or steps: orientation, formulating problems, using hypotheses, conclusions, testing hypotheses, and collecting data. Learning activities are implemented using a learning design and evaluation by providing student worksheets to measure students' ability to tell stories.

In the third stage, the ADDIE method was developed. In the next stage of developing the learning model, validation will be performed by expert validators. The learning model guide was validated by learning model experts and media experts. The learning model was validated by a doctoral expert in learning models from Gunung Swadaya Gunung Jati University which was validated by a doctoral media expert from the Indonesian Al-Zaytun Islamic Institute.

Table 3. Team A Assessment Resultshli

Validator	Aspect	Score
Model Design Expert learning	Learning	23
	Media Use	8
	Amount	31
percentage		89.5%
category		worthy

Based on the results of the expert assessment of the three aspects, a total average score of 70.5 was obtained. Based on the model feasibility category table in table 3, the traditional game-based inquiry learning model for SD/MI is included in the "Feasible" category.

Table 4. Assessment Results AMedia expert

Validator	Average Score	Category
Media expert	Suitability to the level of students	20
	communicative	12
	amount	32
	percentage	77 %
	category	worthy

Based on the results of the media expert assessment, the average total score is 80%. Based on the Media feasibility category table in table 4, the Indonesian traditional game-based inquiry learning model for SD/MI is included in the "Feasible" category.

Furthermore, the validated model was improved based on suggestions and responses from model-expert validators and media experts. Improvements were made to perfect the guide product for traditional Indonesian game-based learning models for SD/MI, so that it is ready for use in the field.

Furthermore, the learning model that has been improved based on suggestions and responses from model expert validators and media experts is carried out using a feasibility test to determine the suitability of the Indonesian traditional game-based learning model guide product for SD/MI so that it can be used in the field.

The practitioner assessment was carried out by 2 teachers, namely two Indonesian language teachers from the Private Madrasah Ibtidaiyah (MIS) Ma'had Al-Zaytun.

The results of the assessment of the Indonesian traditional game-based inquiry learning model for SD/MI by practitioners are shown in Table 5.

Practitioner	Practitioner Score		Total Average	Category
	1	2		
Eligibility of content	8	8	16	Worthy
Learning Activities	22	24	46	Very Worth It
Language	6	8	14	Worthy
time	7	7	14	Worthy
Average Total Score			90%	Very Worth It

Based on the results of the assessment by practitioners, the overall average score was 90%, so the traditional game-based inquiry learning model for SD/MI is included in the "Very Appropriate" category.

Response by Indonesian language teacher from Ma'had Al-Zaytun Private Madrasah Ibtidaiyah (MIS) learning model guide that can be used in language learning that is easy for children to understand.

IV. DISCUSSION

Based on the validity and assessment results for each component, the learning model design achieved good qualifications. Thus, the learning model design that has been developed in the form of a traditional game-based inquiry learning model design has met the valid criteria.

The assessment of the Indonesian traditional game-based inquiry learning model for SD/MI from model experts for each aspect obtained different average scores. In the content feasibility aspect, an average score of 89.5% was obtained, which means it is in the "Decent" category. Regarding the aspect of appropriateness of presentation media, an average score of 77% was obtained, which means

it is in the "Decent" category. The expert expert assessment obtained an average score of 90%, which means it is in the "Very Eligible" category.

The results of implementing the inquiry learning model based on traditional Indonesian games for 24 students through pretest and posttest activities in improving their storytelling abilities were significantly different based on the results of the t-test with a value of $0 < 0.05$, meaning the hypothesis was accepted.

The final goal of this research and development is to produce a guide for traditional game-based learning models for SD/MI. The main target of users of the traditional inquiry-based learning model is teachers and students to improve the process of learning activities in the classroom.

V. CONCLUSION

Design an inquiry learning model based on traditional Indonesian games so that it becomes a new learning model and the objectives are different from the previous syntax. The inquiry learning model based on traditional Indonesian games is suitable for teachers to use when learning to tell stories. Based on the needs of traditional game-based inquiry learning models, teachers are necessary to develop learning models in the classroom. Based on the results of the assessment discussion during the learning process in implementing the inquiry learning model based on traditional Indonesian games, teachers should understand the steps sequentially so that changes in behavior occur and student competence increases. Based on expert validation in designing an inquiry learning model based on traditional Indonesian games, teachers want to be able to create fun learning activities. Thus, students' abilities increase, and the impact of good accompaniment. Based on the test and post-test, the supporting capacity for implementing an inquiry model based on traditional Indonesian children's games must be prepared. Thus, teachers are able to facilitate students as much as possible by utilizing the support capacity available at school.

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