
IMPLEMENTATION OF CROSSWORD PUZZLE LEARNING MEDIA IN INDONESIAN LANGUAGE LEARNING AT ISLAMIC ELEMENTARY SCHOOL

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Abstract

The purpose of this research is to introduce learning media in the form of crossword puzzles at MIN 08 Medan City and assess the impact of this implementation. The qualitative research method was applied, employing a case study approach. The research data is in the form of MIN 08 Medan City applying learning media in the form of Crossword Puzzles. Data collection methods include observation, interviews, and documentation. Data analysis is accomplished by data reduction, data display, and generating conclusions. The findings revealed that MIN 08 in Medan benefited from the use of Crossword Puzzle media in learning Indonesian. This can be seen from the changes that occur in students both when learning is carried out and the results of implementing learning using the media. When learning is in progress, students are more enthusiastic about learning, more focused, and more active in learning. As for the learning outcomes, students who study using Crossword Puzzle media have higher scores than those without using Crossword Puzzle media.

Keywords

Crossword Puzzle; Indonesian Learning; Learning Media; MIN 08 Kota Medan



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INTRODUCTION

Education is defined as an attempt made to help a person realize his potential through instructional methods or other activities deemed educational by society. Language plays a crucial role in the process. Language is utilized as a tool for both spoken and nonverbal communication. (Suhartono et al., 2022). This incorporates the Indonesian language, which serves as an introduction to the world of education by using Indonesian when transmitting instruction (P, 2015).

At school, learning Indonesian is perceived as a course that teaches students how to communicate in Indonesian. The curriculum has the objective of increasing students' communication competence so that they are able to communicate both in writing and oral form (Suparlan, 2020). When referring to learning Indonesian, one of the most important things that can be done is to use media. This is due to the fact that media has been identified as a key component in accelerating learning so that it can proceed at an optimal pace (Holisah et al., 2023).

Learning media is a technology that is used to deliver messages during learning so that both students and teachers are proficient in the subject offered. (Lubis, 2023). This will facilitate the achievement of teaching objectives. On the other hand, the media should adjust to the teaching material to be conveyed (Sehartian & Adriyani, 2023). The position of the media used by the teacher is an assistant in teaching activities so that it is easier for students to understand the material presented (Khaira, 2022). In this scenario, it is necessary to realize that in order to get good teaching results, it is also essential to focus on a good teaching process (Sianipar, 2023). As stated, modern learning standards emphasize the relevance of methods that aid students' comprehension of texts (Akker et al., 2013). By implementing data into a medium, information distribution becomes more responsive and effective (Bell et al., 2019).

The most important aspect is creating games as a learning tool that naturally aids in the implementation of learning activities (M. Springer & Goggin, 2013). With this approach, teachers will be able to better grasp the process of growing and developing pupils in terms of brain development (Taylor & Marienau, 2016). In this regard, one of the game designs that can be used is Crossword Puzzle (S. Springer, 2012). Crossword Puzzle is a game in which you fill in the empty space in the shape of a box with letters such that a word is generated if you follow the directions. The objective of the Crossword puzzle game is to eliminate or prevent student boredom while participating in learning so that the environment is more fun and relaxed while still focusing on the subject offered (Yudiati & Rizqi, 2020). Some of the benefits of media in the form of crossword

puzzles include: (1) helping to make students think carefully, have logic, reason, and patience, which will make the process of transferring knowledge easier; (2) allowing students to participate in instructional activities; and; (3) capable of increasing concentration and students' ability to think; (4) capable of allowing students to more easily learn and retain the subject being taught; and (5) capable of eliminating the boredom experienced by students when teaching is conducted without the use of media (Mursilah, 2017).

In another explanation, it is stated that the Crossword Puzzle media is a form of the game that instructs students to complete the puzzle by filling in each empty box accurately through the arrangement of the letters provided to form words. Each of these words is written according to the instructions provided, which can be in the form of a sentence, words, or phrases. Because, in general, puzzles are seen as a game, the tendency of students to take part in teaching becomes more of a fun activity. Various benefits can be found in Crossword Puzzle media, such as making it easier for students to understand a concept, training patience, having the ability to solve problems, working with friends, increasing interest in learning, and even increasing students' vocabulary skills (Pratiwi & Titisari, 2021). Crossword Puzzle media is deemed necessary to be utilized because this media makes it easier for students to understand the material and makes them more capable of thinking creatively, fun, and actively (Malihah & Jamaludin, 2023). his media will help students to mature their memory because Crossword Puzzle media trains their cognitive abilities to deal with new or complex information so they are able to solve existing problems (Schunk, 2018).

The researcher realizes the need to carry out research similar to that in the Indonesian language subject at MIN 08 Medan City, bearing in mind that differences in location and conditions may produce different research results. On the other hand, MIN 08 Medan City is a school that has not maximized the use of learning media, so the writer feels the need to use Crossword Puzzle media so that it can motivate students to learn and indirectly motivates teachers to be more creative in their learning, one of which is by using media in the form of Crossword Puzzles. Researchers conducted research related to the implementation of the use of Crossword Puzzle media for Indonesian subjects at MIN 08 Medan City. This research is important to do in order to motivate students to learn and motivate teachers of MIN 08 Medan City to utilize learning media. In addition, it is hoped that with this research, students will be more active in participating in the learning process because students are required to be independent in completing the Crossword Puzzle media provided. Furthermore, students' ability to understand Indonesian language subjects is expected to increase because, in the

process, students are more active and focused on participating in learning

Five previous studies employing the same research variable, namely "Media Crossword Puzzle," have explained the effectiveness of using the media, including research (Safitri & Suryadi, 2023) with the result that a significant influence was found related to students' understanding, as evidenced by the validity test and the magnitude of the calculated R-value. The sum of the calculated R values is more than the R table, indicating that the data obtained is legitimate. Further research (Ramadhania & Yamin, 2022) revealed data explaining the viability of testing and producing Crossword puzzle media as a consequence of the positive reaction received by researchers from SDN Pulogebang 11 pupils. Further research (Alfiansyah et al., 2023) results show an increase in student activity in learning activities starting from cycle 1, where the percentage increased to 74% in cycle 2 and again increased in cycle 3 with a percentage of 85%. It can also be seen from the student learning outcomes that the increase occurred in each cycle. Starting from cycle 1 there was an increase of 50%. In cycle 2 there was an increase of 72%, and in cycle three, there was an increase with a total percentage of 87%. Thus through this increase, it was concluded that the media in the form of crossword puzzles provided an increase in teaching outcomes for students for science subjects in grade 4 SDN Badar 3. Additional research (Syifa & Supriatna, 2022) with the results of receiving H_a that explained the influence of employing crossword puzzles on students' ability to think critically in social studies courses at SDN Serang 7 was conducted. These findings may be seen in the t-count, which yields 4.398 with DK 70, which is t-table with a significance of 0.05%, and the number is 1,667. This causes the t-count to be more than the t-table. Furthermore, research (Ermaita et al., 2016) indicated that when the Crossword Puzzle medium was used, the quality of the learning process improved.

According to the five research results discussed above, Crossword Puzzle media has a favorable impact on learning both during the teaching process and on learning outcomes. However, none of the five research mentioned above found any use of Crossword Puzzle media in Indonesian language acquisition. As a result, researchers plan to conduct additional research on Crossword Puzzle media for Indonesian language subjects. Thus, what is novel about this research is the use of Crossword Puzzle media, which has never been used in earlier research.

Thus, the primary objective of this research is to encourage students to learn and teachers to use teaching media when teaching Indonesian. Furthermore, students are expected to have an active and independent learning attitude as well as the ability to interpret teaching materials when learning

Indonesian. As a result, studying Indonesian is more than just a theory imparted by the teacher; it is learning that encourages students to be active and focused on problem-solving.

METHOD

The research method employed is qualitative. When conducting research on a natural setting or occurrence, a qualitative approach is applied. This research is naturalistic in character and can only be achieved through field research. As a result, this study is also known as a field study or naturalistic inquiry (Abdussamad, 2021). The approach employed is a case study at MIN 08 Medan City, where the school did not use media to teach Indonesian language acquisition. The data collection technique employed is descriptive, focused, and selective observation. Role-playing observations are made, which are ways of gathering information on the conditions and behavior under investigation based on real-world scenarios. Researchers contribute to the study by taking action, such as using Crossword Puzzle media to learn Indonesian (Nugrahani, 2014). Data analysis was carried out by reducing data, presenting data, and concluding data. Reducing data is done by sorting out data that is considered important by researchers, and then the data will be taken. Data related to the utilization of the Crossword Puzzle medium applied at MIN 08 Medan City will be sorted and analyzed. In presenting data regarding the use of the Crossword Puzzle media implemented at MIN 08 Medan City, it is contained in a simple table that explains a brief activity description, then the data in the table will be narrated back into a paragraph in each part of the table. As for drawing conclusions, the implementation of the Crossword Puzzle media at MIN 08 Medan City will be loaded as an answer to the problem formulation made in the form of the impact of implementing Crossword Puzzle media at MIN 08 Medan City, besides that in drawing conclusions it will be side by side with other research to answer the results of research that has been done by the author and strengthen the results of the author's research.

FINDINGS AND DISCUSSION

Findings

The study was conducted at MIN 08 in Medan, specifically for grade 4 Indonesian Language Subjects. The exercise was carried out by separating the class into two groups: those who received action and those who did not, in the form of implementing Crossword Puzzle media. When employing Crossword Puzzle media, activities were carried out by paying attention to student

activities and learning objectives.

When students study through crossword puzzle media, their actions shift, and they become more active in learning activities. This is evident in students' passion when studying through the use of Crossword Puzzle media.

Table 1. Data Implementation of Crossword Puzzle Media

No.	Data	Description
1.	Implementation of Crossword Puzzle media	Crossword Puzzle media was implemented in Indonesian language subjects in grade 4
2.	Proses pembelajaran saat menggunakan media Crossword Puzzle	The learning process when utilizing Crossword Puzzle media
3.	Bentuk kegiatan pembelajaran	learning using Crossword Puzzle media was carried out individually
4.	Carry out learning without Crossword Puzzle media	Learning without utilizing Crossword Puzzle media shows differences in the results of learning using Crossword Puzzle media

Media Crossword Puzzle is implemented in Indonesian language subjects in grade 4 at MIN 08 Medan City. This implementation was carried out because the writer became aware of the necessity to implement learning media for Indonesian language subjects as a consequence of early observations. The use of Crossword Puzzle media in learning Indonesian was chosen because previous research has shown that Crossword Puzzle media has a good impact on learning. Furthermore, not only are the learning results important, but so is the learning method, which encourages students to be more active and focused on solving issues provided in the form of Crossword Puzzles.

Learning proceeds smoothly because kids are more active, more focused, and enjoy participating in learning. Some student replies reflect this, for instance, "We feel happy, and there is renewal in learning because usually our learning does not use media." Another respondent noted, "This learning makes us feel happier because we are not bored in learning, then learning is not only done by lecturing so that we are better able to think and try to be more creative." The efforts of kids to answer every problem contained in the Crossword puzzle medium demonstrate their activeness. Each student attempts to answer these questions while concentrating on the media presented.

Crossword Puzzle media is employed individually by students during the instructional process so that students can try to answer the questions offered. Each student is handed a piece of paper with a crossword puzzle and instructions for solving the problem. Aside from that, the author

created a crossword puzzle on two pieces of cardboard. The first cardboard is given a crossword puzzle, and the second cardboard is written with the first cardboard's directions. This makes it easier for the writer to explain to students if they have difficulty in various ways, such as when it is difficult to grasp the instructions because the writer can readily see the Crossword puzzle media contained on cardboard with the instructions.

Furthermore, in order to uncover differences in teaching outcomes when utilizing or not using Crossword Puzzle media, the authors conduct learning activities in other Indonesian Language courses in grade 4 without using media. The implementation procedure is carried out only through lecture-based learning. Based on the learning outcomes, the class that used the Crossword puzzle media received higher scores than the class that did not use the Crossword puzzle media, with the highest average scores being 90.00 and 77.50 and the lowest average scores being 70.00 and 45.00.

Discussion

MIN 08 Medan City is a madrasah (Islamic school) that rarely uses media in its teaching, which can be seen from the students' responses when the writer uses the Crossword Puzzle media in teaching. The media has an impact on teaching activities. Students have a positive impact when using the media.

Students' responses stated that there was innovation in learning so that the learning that took place was not boring with the use of Crossword Puzzle media at MIN 08 Medan City. This explains the positive impact of using Crossword Puzzle media, and this result is in line with research conducted by (Ramadhania & Yamin, 2022), which states that Crossword Puzzle media gets a good response from students. On the other hand, students' responses stating that learning using Crossword Puzzle media was fun proved that research (Pratiwi & Titisari, 2021) obtained results in the form of the impact of Crossword Puzzle media making students more interested in learning because learning is fun. The same thing was also explained (Yudiati & Rizqi, 2020) that learning using Crossword Puzzle media makes learning not boring and fun. In other words, learning becomes quality, as mentioned by (Ermaita et al., 2016).

In the learning process, students were enthusiastic and seemed focused on completing the Crossword Puzzle that was made, and this became an explanation that the Crossword Puzzle media made students able to focus on understanding the material and think actively as stated (Malihah & Jamaludin, 2023). Likewise, research conducted by (Syifa & Supriatna, 2022) explains that using

Crossword Puzzle media improves students' ability to think critically. In this case, good learning will bring up good results, as mentioned (Sianipar, 2023).

As for the learning outcomes, it was found that using Crossword Puzzle media made students have higher scores than students who studied by not using Crossword Puzzle media. This condition is similar to research (Alfiansyah et al., 2023), which explains that each cycle gets an increase in student understanding which results in an increase in student learning outcomes.

Thus, it is generally accepted that the Crossword Puzzle medium supports the implementation of Indonesian language acquisition, resulting in improved processes and learning outcomes. Crossword Puzzle media can be used to help students strengthen their language abilities by writing answers to the puzzles presented when learning Indonesian. This will assist in the development of effective communication skills among students, as suggested by (Suhartono et al., 2022). Furthermore, the Crossword Puzzle media supports students in comprehending the teaching material as the purpose of the media. According to (Khaira, 2022), the media assists teachers in the transfer of teaching materials.

Therefore, it is recognized that the use of media in learning at MIN 08 Medan City is required due to its impact not only on the teaching process but also on the teaching outcomes. As is well known, teachers in schools continue to misuse teaching media. In fact, there are numerous media that can be used, one of which is Crossword Puzzle media, which has been shown to boost student involvement throughout the teaching process as well as teaching results. According to studies (Safitri & Suryadi, 2023) and (Alfiansyah et al., 2023), Crossword Puzzle media makes students more active and teaching material easier to learn. Other studies have been conducted (Syifa & Supriatna, 2022) dan (Ermaita et al., 2016) that indicate how the use of Crossword Puzzle media improves learning and allows students to think critically.

CONCLUSION

According to the findings of the research, there are benefits to applying media in the form of Crossword Puzzles in learning Indonesian at MIN 8, Medan City. This can be identified in the changes in students' learning processes as well as the learning results gained. The disparities in learning outcomes can be seen in the two types of classes that are made up of classes that use media in the form of Crossword Puzzles, which have a greater value than students who study without utilizing the same teaching material. This study would be beneficial to teachers and students who

desire to utilize Crossword Puzzle media as a literature review in understanding one way to use Crossword Puzzle media.

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