

Development of Crossword Learning Media on Thematic Subjects

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Abstract

Research and development that produces a product. This study aims to produce a crossword learning media product on thematic subjects so that it becomes a learning media that is feasible, effective and enjoyable to use during thematic learning in grade V. In this research is adapted from Sugiyono's. In research process, researchers consulted with media experts dan material experts to get input on the learning media developed. The results of the assessment were analyze using quantitative descriptive. The results of the research obtained from the expert test validation results show that the crossword puzzle learning media is in a very good category. The score obtained from the results of media expert validation with an average of 4.73. The score obtained from the material experts validation results is an average of 4.4. And the score obtained from the assessment of the class teacher with an average 4.63. Based on the response of students in the small group trial, with an average 4.56. While in the large group trial obtained an average of 4.50. Thus Crossword learning media can be used as a learning media that is feasible, effective and fun to use during thematic learning in class V SDN Kalisari 02 Pagi.

Keywords: crossword puzzle, learning media, thematic.

1 INTRODUCTION

Education is a process that helps humans to develop, face changes and problems in the future with an open attitude through teaching, training and research. The success of education cannot be separated from the role of teachers who teach in the classroom. One of them is in thematic subjects. The quality of learning is greatly influenced by teacher creativity in teaching. Teachers play a role in designing teaching and learning activities such as classroom management, preparing teaching materials and learning media that are in accordance with basic competencies and learning objectives, and designing assessments. One form of teacher creativity is the use of learning media.

Media comes from the Latin "Medium" which means 'middle', 'intermediary', or 'introduction' (Mahnun, 2012). Meanwhile, according to Gerlach and Ely, the media includes people, materials, equipment, or activities that create conditions that allow students to acquire knowledge, skills, and attitudes (Kristanto, 2016). While Gagne' and Briggs argue that the media is a physical tool used to convey the content of the lesson material such as books, videos, slides, pictures, etc (Arsyad, 2013). From the description above, it can be synthesized that learning media is a set of tools that can be used as an intermediary in learning that helps the learning process so that the material presented can be received properly by students.

Educational games are a form of game that can be useful to support the teaching and learning process in a more fun and more creative way, and are used to provide teaching or increase the knowledge of its users through an interesting media (Yudha, 2018). Educational games are a fun activity that can be a way or tool of education that is educational and useful for improving language skills, such as getting along with the environment or to strengthen the skills of students' limbs, developing personality, bringing

closer the relationship between educators and students, then channeling students' activities, and so on (Arifianto & Sudarto, 2018). Crossword puzzle game is one of the educational games because this game helps learners work together, and increase the activeness of learners in teaching and learning activities (Wulan, 2019). Game media is a method used in delivering lessons by using various forms of games that can create a fun, serious but relaxed atmosphere, and do not ignore the lesson objectives to be achieved (Wirayuni, 2017). Educational games are a way of delivering learning through games without losing the purpose of learning so that it gives the impression of being creative, innovative, and fun for students in the teaching and learning process. Crossword game is an educational game in the form of a vocabulary game that can sharpening the brains of students. This game can be one of the solutions in overcoming learning problems in the classroom because it can be used as a fun learning media.

The development of the 2013 curriculum is part of a strategy to improve educational outcomes. Where the orientation of the 2013 curriculum is an increase and balance between the competencies of attitude, skills, and knowledge (Majid, 2014). Thematic learning is integrated learning, by managing learning that integrates material from several subjects in one learning hat called a theme (Kadir & Asrohah, 2015). Thematic learning as an effort to integrate the development and growth of learners and their knowledge abilities. Thematic learning offers learning models that can be used as a reference when learning in the classroom. So that learning becomes relevant and meaningful for students. Teachers as facilitators in learning carried out in class play a role in packaging learning so that learning becomes effective and interesting.

Learning media is something that is important to use. Where media is a tool designed by the mediator to help transmit information to students during learning in the classroom. The use of this learning media can make it easier for teachers to deliver material, make it easier for students to understand lessons and provide new experiences in learning.

In observations made by researchers at SDN Kalisari 02 Pagi class V, based on the results of interviews and observations that have been made to teachers and students on October 18, 2022, it can be obtained that in thematic learning teachers use thematic books, Youtube platforms and the internet as learning resources. The teacher explains the lesson using the lecture method, occasionally the teacher uses learning media such as props, power points, and learning videos. To find out students' understanding of the material that has been given, teachers usually ask questions orally. However, there are still some students who are less responsive and cannot answer questions given by the teacher. Because of this, the teacher usually asks other students to voluntarily answer questions and students who cannot answer are asked to repeat the explanation of their friends. This happens because students are less focused when the teacher explains. Even so, students in class V SDN Kalisari 02 Pagi have a fairly high curiosity. The teacher evaluates learning by giving practice questions that must be done individually or with group discussions. With a minimum completeness criteria of 70, most students can complete the exercise questions with scores exceeding the minimum completeness criteria (KKM). However, about 1 to 2 students who have not exceeded the KKM.

2 RESEARCH METHODS

This research is a research and development. Research and development or commonly referred to as research and development is a research method used to produce certain products, and test the effectiveness of certain products (Sugiyono, 2022). The research steps used in the development of crossword media in grade V thematic subjects are adapted from Sugiyono's research and development steps, namely potential and problems, data collection, product design, design validation, design revision, small-scale product trials, product revision, large-scale usage trials, and final product revision. This development research was conducted by the author by adapting Sugiyono's development research steps to the use trial stage. The research was conducted at SDN Kalisari 02 Pagi

in class V. The sampling technique used by researchers is cluster random sampling technique, which is used as a sample in this study are 10 students in class V A for product trials and 31 students in class V B for usage trials. Data collection techniques using questionnaires aimed at material experts, media experts, teachers and students. The data analysis technique in this study used qualitative descriptions. This aims to describe the situation that exists during the research directly. The data obtained is the result of filling in the questionnaire instrument after using the crossword puzzle game media, in the form of suggestions, and comments from material experts and media experts to make improvements. The questionnaire used in the study is a Likert scale.

3 RESULT AND DISCUSSION

The initial product design in this study was carried out in accordance with the product design planning steps described in Chapter III. Researchers conducted observations and interviews to analyze needs. Before designing crossword learning media, researchers first find out what is needed in the existing problems. Based on the results of these observations and interviews, it can be said that class V still needs different learning media from those commonly used in order to better attract the attention of students. Therefore, researchers developed crossword learning media in thematic subjects in grade 5.

In this research, the crossword learning media made needs to be designed first in making the media. The design is in the form of an initial design which will be used as a reference in the process of making crossword learning media. Researchers make design designs through the Canva application on a laptop.

3.1 Initial Design

The board of the crossword game developed by the researcher contains TTS boxes that students must fill in correctly and precisely. The design of the crossword board is adjusted to the theme or material contained on the crossword board. In theme 7 there are 16 horizontal charts and 14 descending charts. While in theme 8 there are 17 horizontal charts and 13 descending charts. Where the total of each theme is 30 questions. This game board measures 29.7 x 21 cm or with A4 paper size, the material used is art carton with a thickness of 260 grams. The crossword board is designed using the canva application, while the crossword chart is made through the crossword labs website.

There are 40 crossword puzzle learning media question cards in theme 7, consisting of 21 horizontal cards and 19 descending cards. While in theme 8 there are 40 cards, consisting of 22 horizontal cards and 18 descending cards. This crossword puzzle question card has a size of 6 cm x 8.5 cm and is printed using 26 gram art carton. The crossword board is designed using the canva application. On the front of the crossword there is a question card title, crossword animation, and a description of the question downhill or horizontal. On the back of the crossword there is a description of the downhill or horizontal question, the question number, and the question that must be answered.

The instruction card for the crossword puzzle learning media is printed using 80 gram HVS paper with a size of 8.5 cm x 8.5 cm. The instruction card is designed using the Canva application. The instruction card is made with the aim that students can use the crossword learning media easily. The dice in the crossword puzzle game aims to determine the question cards that must be taken by students. The dice are printed with a cube mesh size of 16 x 12 cm with each side size of 4 cm.

3.2 Testing Results

Media expert validation was carried out by validators from lecturers of the Elementary School Teacher Education (PGSD) study program. The validator in the development of puzzle learning media was Mrs. Dr. Niken Vioreza, M.Pd, which was held on May 19, 2023.

In the media expert assessment based on the display aspect, the total score was 46, the operation aspect scored 15, and the usefulness aspect scored 10.

Based on the data obtained, the media expert's assessment obtained a total score of 71 with an average of 4.75. If the average result of the questionnaire calculation is $x > 4.21$ then, the results of the media expert validation fall into the very good category.

Media expert validation was carried out by validators from lecturers of the Elementary School Teacher Education (PGSD) study program. The validator for the development of puzzle learning media was Mrs. Devita Cahyani Nugraheny, M.Pd. The assessment was carried out on May 15, 2023. Based on the data from the questionnaire assessment of the suitability of the material in the material expert validation, it is found that the total score is 5, the completeness is obtained that the total score is 8, the clarity is obtained that the total score is 10, the ease of understanding is obtained that the total score is 8, the depth of the problem is obtained that the total score is 9, and the accuracy of the evaluation is obtained that the total score is 4.

Based on the overall data from the material expert validation results, it can be seen that the total score is 44 with an average of 4.4. If the average result of the questionnaire calculation is $x > 4.21$ then, the results of the material expert validation fall into the very good category.

Based on the results of the teacher's assessment by filling out a questionnaire with the highest score of 5 and the lowest score of 1. There are 20 statement items in the questionnaire for teachers. Where the total number of questionnaire assessments of class V A teachers, namely Mrs. Diah Sulistyowati, S.Pd is 98 and divided by 20 statements, so that an average of 4.9 is obtained. Because the average result of the questionnaire calculation is $x > 4.21$ then, based on the teacher's assessment of the media display aspect and the material of the crossword puzzle learning media falls into the very good category. While the total number of questionnaire assessments from class V B teachers, namely Mrs. Tunjung Dyah Girindra, S.Pd is 87 and divided by 20 statements, thus obtaining an average of 4.35. Based on this assessment, it falls into the very good category. When combined, the overall total result of the questionnaire assessment of learning media by teachers is 185 with an average of 4.6. With these average results, the crossword puzzle learning media in thematic subjects that researchers develop fall into the excellent category and are suitable for use in thematic learning in grade V.

Based on the results of the application of crossword learning media in small groups, namely 10 students from class V A by conducting product trials and filling in responses to the use of learning media through filling out questionnaires. The results of the overall assessment of the students' responses obtained the total number of overall student responses was 45.6 and divided by 10 students, so that an average score of 4.56 was obtained. Because the average result of the questionnaire calculation is $x > 4.21$ then, based on the assessment of students on the crossword learning media that the researchers developed into a very good category.

Researchers conducted a large-scale trial of use in class V B with a total of 31 students. In the trial use, students were divided into 6 groups where each group had 5-6 students. After finishing practicing the crossword puzzle learning media, students fill out a questionnaire as a response to the use of crossword puzzle learning media. The results of the overall assessment of the learners' responses obtained the total number of overall learner responses was 2093 and with an average score of 4.50. Because the average result of the questionnaire calculation is $x > 4.21$ then, based on the assessment of students against the crossword puzzle learning media that researchers developed into a very good category.

Based on the results of validation that has been carried out by media experts and material experts, the crossword learning media developed by researchers is in the very good category so that small-scale product trials and large-scale usage trials can be carried out. The class teacher's assessment received an average score of 4.6 so that it was categorized as very good. In small-scale product trials and large-scale usage trials,

crossword learning media are in the very good category. So that the crossword puzzle learning media is suitable for use in thematic subjects in grade 5.

The difference between this research and previous relevant research is that this research was developed in the form of a crossword board game. Crossword learning media is played in groups, in one group consisting of 5-6 students. Before answering the questions contained on the crossword board, each learner must roll the dice, if the result of the dice roll that comes out reads horizontal then the learner must take 1 horizontal card and work on the questions contained on the card and write the answer on the crossword board.

4 CONCLUSION

The conclusion obtained from the research and development of crossword learning media is to produce a learning media that is feasible and can be used during the thematic learning process in class V SDN Kalisari 02 Pagi. Where this learning media has been validated by learning media experts with an average score of 4.73 and is included in very good criteria. The results of material validation that have been validated by material experts with an average score of 4.4 are in the very good category. As well as being applied to 10 students in class V A and 31 students in class VB. So that crossword learning media in thematic subjects are suitable for use during learning.

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