



## Improvement of Students' Learning Outcomes by Using Crosswords Puzzle on Social Sciences Lesson

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**ABSTRACT**

*This research was conducted at SMP Negeri 11 Sungai Ambawang in IPS teacher who applied The Crossword Puzzle learning method to find out the improvement of students' learning outcomes. This research is a School Action Research. The subject of this study was IPS or Social Studies teacher in grades VIII of SMP Negeri 11 Sungai Ambawang Kubu Raya Regency. This research took place in two cycles. Each cycle consisted of one meeting. The observation and documentation were used in data collection techniques. The type of data collected was observational data on students' learning outcomes. The criteria for the success in this study was if the average percentage on students' achievement indicators can reach 75% and has a minimum value of 70 according to KKM on SMP Negeri 11 Sungai Ambawang's Curriculum. The application of the Crossword Puzzle method which was done by social studies teachers could improve students' learning outcomes in grades VIII of SMP Negeri 11 Sungai Ambawang. This was evidenced by an increase in the average percentage of students' learning outcomes for each cycle. This was evidenced by the percentage of students' learning outcomes that reach the KKM's value in the first cycle of 50% which was increased to 100% in the second cycle. It means that the number of students' learning outcomes that reach the KKM's value of 70 had exceeded the success criteria which was set at 75%.*

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### INTRODUCTION

Education is a process for developing human capabilities. The Law Number 20 of 2003 concerning the National Education System is a platform for self-development to realize the ability to learn in the learning process actively in developing our potential to have abilities in religious, spiritual, self-control, personality, intelligence, noble character, skills, and others, etc. which of course is needed ourselves, society, nation, and state. Based on the purpose of education in the national education system, it is appropriate that anything related to the education and learning process should get more attention in efforts to increase qualified and qualified Indonesian human resources.

Education is an important requirement and can guarantee survival and is a big capital in the face of competition as it is today. School is one of the educational institutions which is a factor in the realization of educational objectives in Indonesia. Learning activities will run effectively if the components in the school are met and functioning properly. Some components also influence the learning process, some of which are teachers or educators, infrastructure, methods, curriculum, and a pleasant school environment. One component with another must support each other to realize the national education goals that are aspired.

Then, the factor of students' ability is also very influential in the learning process, such as students learning outcomes obtained when following the learning process. Improving students learning outcomes are one of the objectives in learning activities. If the learning results are not obtained, of course, students do not have the ability and learning progress to get the maximum learning achievement. Teachers are required to be able to improve, increase, and develop student learning outcomes in learning activities. The teacher is not only delivering the course material but also must be able to create a conducive and pleasant learning atmosphere. The teacher should be able to choose the teaching methods and strategies that would be used in the learning process which of course must be related to the material.

The Learning methods in a learning process have an important role in the realization of learning objectives. The selection of appropriate and good learning methods will have an impact on student learning outcomes when participating in learning. Good learning outcomes will certainly increase the interest in learning, so lessons that are taught by teachers can be understood by students. The role of a learning method is very important because it becomes a means of delivering subject matter. If the methods used are correct and correct, the learning process will take place effectively and efficiently. The use of learning methods must also be able to include all students to play an active role in learning activities so that it becomes more interesting and enjoyable.

But in reality, the effort to realize an active and fun learning activity like what was said was not easy. It happens in social studies learning in the classroom. During this time, learning activities in the classroom only focus on the ability to memorize and are not oriented to the character development of students. According to Sanjaya (2008: 10), the approach adopted in the learning process is still too dominated by the teacher or teacher-oriented. Learning is more focused on the teacher, in which the students are less given the opportunity to be active in the learning process in the class. The lesson method is the main choice in the learning process. In the use of the lesson, the method is the teacher only uses one method in conveying learning, so the students tend to be passive because they only take notes and listen. These conditions can cause the learning process would be less interesting, boring, and of course, would impact student learning outcomes.

Ideal learning requires an appropriate and correct strategy, especially in the social studies learning process. The learning must be designed to develop the ability of knowledge and understanding of the dynamic social life of the community. Optimizing social studies learning activities in class can prevent social problems. Thus, these learning activities must be able to provide changes to students who will be able to think critically, logically, systematically, and creatively. Social studies learning must be innovative, interesting, and fun for students.

Departed from the results of observations on IPS studies, when teachers were carrying out learning activities in class VIII SMP Negeri 11 Sungai Ambawang, it was found several problems in students, for example, there were some passive students. This problem was due to a lack of innovation and variety in delivering subject matter. Most students are less eager to follow the lessons, and this is one of the causes of the low acquisition of student learning outcomes. During the learning activities, many students are not serious in following the lesson in the classroom. Based on student learning outcomes in class VIII in odd semester 2019/2020 there are only 39% of the number of students who reach KKM 70. Seeing this condition, the goal of national education will be difficult to achieve. To

overcome these problems, it is necessary to develop a learning strategy that is more attractive to students so that it can improve student learning outcomes during the learning process without a sense of boredom. One suitable learning method to overcome this problem is the use of the crossword puzzle method.

Another opinion also expressed by Isjoni (2010: 14) stated that learning is an effort of the teacher to help students carry out a learning activity. The purpose of learning is the realization of the efficiency and effectiveness of learning activities carried out by students. The parties involved in learning activities are teachers and students who interact educatively with one another. Furthermore, Supardi (2011: 192) said that the integrated learning approach in social studies is often called the interdisciplinary approach. The integrated learning model is a learning system that allows students both individually and inactive groups to search, explore, and find concepts and principles holistically and authentically. From this explanation, one can conclude that an integrated learning approach can enable the emergence of critical and intelligent ideas from students about what is happening in their environment.

The learning process that occurs in the classroom will produce maximum student learning outcomes because the learning process is carried out optimally by the teacher with full responsibility and dedication. Regarding student learning outcomes, Suprijono (2017: 5), believed that learning outcomes are patterns of actions, values, understandings, attitudes, and skills. Next Gagne (1989: 123), explained that learning outcomes are biased such as verbal information, intellectual skills, cognitive strategies, motor skills, and attitudes. Then Sudjana (2011: 22), gave an understanding that learning outcomes are abilities that students have after they receive lessons as learning experiences that refer to changes in attitudes, behaviors that cover cognitive, affective, and psychomotor fields.

## **METHOD**

This research is a school action research. According to Arikunto (2008: 3), school action research is an examination of learning activities in the form of an action, which deliberately raised and occurred in a school together. This school action research applies the action design model Kemmis and Taggart in Wijaya (2010: 15) that this research model is a development of the basic concept, but the active component with observation is made as a single unit because both are inseparable activities, which occur at the same time. The research model consisted of four stages, namely: planning, action, observation, and reflection. The four stages such as the string were referred to as one cycle. According to Wijaya (2010: 20), the cycle is a round of activities consisting of planning, action, observation, and reflection. This school action research was carried out at SMP Negeri 11 Sungai Ambawang Kubu Raya Regency in class VIII in the 2019/2020 school year. The implementation of this class action research was from March to April 2019. The subject in this study was IPS teacher who taught in class VIII of SMP Negeri 11 Sungai Ambawang. Based on observations in class VIII, the problem was low learning outcomes during the learning process takes place. This situation could be seen by the condition of students during the IPS Studies learning process which tends not to pay attention to the teacher who is teaching. As a result, the students did not have ideas on student learning outcomes.

The Data collection in this study used two methods, they are observation and documentation. The Observation activities were carried out in the classroom during the learning process, which is intended to obtain data about the implementation of the learning process in the classroom. These observations had then recorded the implementation of school actions. Sanjaya (2010: 86), stated that the observation is a data collection technique by observing every event that is recording every activity related to what you want to be investigated. Observations in this study were conducted to collect data about the learning process, both about student and teacher learning outcomes during the learning process using the crossword puzzle method.

The next data collection was through documentation which is a record of events passed. According to Sugiyono (2008: 240), documents could be the form of writings, drawings, or monumental works of a person. In this school action research, the documentation techniques were carried out to obtain data about the school, the number of students, and other supporting documents in the learning process. Documents used include the Learning Implementation Plan (RPP), the observation sheets, the list of student names, and the list of student grades. The learning process activities were recorded and documented in the form of photographs so that they can be used to help the reflection process. While the data collected through observations and interviews used the method of analysis from Miles and Huberman in Sugiyono (2008: 337) which stated that the data analysis in the school action research was carried out from the beginning, it means that the data analysis was carried out step by step or cycle by cycle.

This research is said to be successful if it can achieve predetermined criteria. According to Aqib (2009: 41) stated that the standard criteria for the level of student learning success are 75%. Therefore, to measure success in this school action research are as follows: This research is said to be successful if 75% of the number of students in class VIII has got a minimum of 70 learning outcomes in social studies subjects. And this is following the SMP Negeri 11 Sungai Ambawang's curriculum regarding Minimum Completeness Criteria (KKM) in social studies subjects, which is 70.

## RESULTS AND DISCUSSION

### Research Results

The Student learning outcomes in working on the subject matter using the crossword method below will provide an overview of student learning outcomes when the application of the crossword method is carried out. The value of 70 is the KKM values in IPS as a subject in class VIII in SMP Negeri 11 Sungai Ambawang. This learning outcome was used to control whether an increase in student learning will also be followed by an increase in learning outcomes. Table 1 is the result of student learning in working on the matter using the crossword puzzle method.

Table 1  
The Result of Student Learning Outcomes in Cycle 1

Total Students	The Target of Completion	Percentage
84	42 students completed	50%
	42 students have not completed	50%

Based on Table 1, it can be seen that the number of students who achieved the KKM value in cycle 1 was 42 students who completed 84 of them or only reached 50%. Therefore it was not succeeded in achieving the set success criteria of 75%. While 50% of students who had completed and had achieved the KKM score there are 42 students. Furthermore, in this second cycle, students already looked enthusiastic about participating in learning activities. In the final activity, the teacher invited students to conclude the subject matter. The results of student learning in cycle 2 can be seen in Table 2.

Table 2  
The Result of Student Learning Outcomes in Cycle 2

Total Students	The Target of Completion	Percentage
84	84 students completed	100%

### **Discussions**

According to Sudjana (2011: 12), Action research is the process of collecting, processing, analyzing, and summarizing data of a type and content of actions that are intentionally planned and carried out to improve effective work methods in carrying out their main tasks and responsibilities. So, the implementation of cycle 1 was carried out on March 4, 2019. The Learning activities began at 4-5 hours with a duration of time that is 2 x 40 minutes with core competency standards, namely: Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about science, technology, art, culture-related phenomena, and events visible. The basic competencies are Interaction between spaces in Indonesia and ASEAN countries caused by natural and human factors (technology, economy, land use, politics) and their influence on the survival of economic, social, cultural, and political life.

Hopkins (2011: 23) School Action Research is a scientific action undertaken by school principals to solve problems in the schools they foster. So, in cycle 1, the teacher starts the learning activities with learning planning. Observations in cycle 1 are made during the learning process. Based on observations of learning activities in cycle 1, the teacher is not optimal in explaining and conditioning learning with the crossword puzzle method. This is indicated by the teacher who cannot control the class well. At the beginning of learning, the teacher does not do the preparation, and at the end of the learning, the teacher also does not conclude the subject matter just delivered. Reflections from observations of learning activities after the implementation of learning cycle 1 can be drawn one conclusion that the implementation of social studies learning by applying the method of learning crossword puzzles in cycle 1 is quite good, but the teacher is still less optimal in applying the method of crossword puzzles. Class mastery is still not optimal, so some students are not focused and less enthusiastic when taking lessons. Furthermore, in cycle 2 this is an improvement from the implementation of learning activities in cycle 1 using the crossword puzzle method.

It is not different from cycle 1, in cycle 2 it also starts with planning, then implementation and observation, and reflection. The teacher plans this learning activity by preparing a Learning Implementation Plan (RPP). The implementation of cycle 2 was carried out on March 11, 2019. The Learning activities began at 1-2 hours with a duration of time that is 2 x 40 minutes with competency standards namely: Understanding and applying knowledge (factual, conceptual, and procedural) based on his curiosity about scientific knowledge, technology, art, culture-related phenomena, and events visible. Basic competencies, namely: Examining spatial changes and interactions between rooms in Indonesia and ASEAN countries caused by natural and human factors (technology, economics, land use, politics) and their influence on the survival of economic, social, cultural, and political life. The results of observations of the activities of teachers in this cycle 2 can be concluded that the teacher has been done by the teacher is optimal and following the action plan by being able to explain and organize the application of the crossword method better. The teacher has explained the material that is accompanied by questions and answers. The classroom management carried out by the teacher in cycle 2 has also shown significant changes. Based on the reflection of the teacher on learning activities and after the implementation of learning in cycle 2, it can be concluded that the increase in student learning outcomes is better than the previous cycle.

Student learning outcomes in working on crossword puzzles in a table in cycle 2 will provide an overview of student learning outcomes when the action is applied to the learning method using the crossword method. The target of student learning outcomes must be equal or exceed the value of 70, where this value is the KKM value in social studies subject class VIII in SMP Negeri 11 Sungai Ambawang.

## CONCLUSIONS AND SUGGESTIONS

### Conclusions

Based on the results of the description and data exposure as stated previously, some conclusions can be drawn as follows:

1. Crossword or commonly called Crosswords Puzzle was a game that sharpens the brain. Therefore, the Crosswords Puzzle could be used as a learning medium, so that it gave the effect of refreshing the memory so that the brain functions again optimally.
2. The application of the crossword learning method by the teacher could improve student learning outcomes. This was evidenced by an increase in the average percentage of indicators of student learning outcomes in each cycle. In cycle 1, the average percentage of student learning outcomes was only 50%, then increased to 100% in cycle 2. This means that the number of students who achieved the KKM value (70) had exceeded the established success criteria of 75%.

### Suggestions

Based on the results of school action research conducted by researchers, the researchers provide the following suggestions:

1. The teacher should apply the crossword learning method. This method can be applied by social studies teachers and other subject teachers as an alternative to improving student learning outcomes.
2. In applying the crossword learning method, the teacher should be more creative in conveying the material and more motivating students to follow the learning process well, so that each student is better prepared to follow the learning process using the learning method, namely the crossword method.
3. Teachers should act against students who make a fuss or noise in the learning process in the classroom in a strict manner so that the application of methods or models of active learning so that it can run smoothly and achieve the desired target.

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