JURNAL WAWASAN SARJANA
LEMBAGA JURNAL DAN PUBLIKASI
UNIVERSITAS MUHAMMADIYAH BUTON

Enhancing the Quality of Indonesian Language Instruction for Elementary School Students Using Puzzle Media and the Know-Want-Learn Approach

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ABSTRACT

The purpose of this study was to improve student cooperation and learning outcomes of grade IV students of Elementary School 19 Buton Tengah. This type of research uses classroom action research with 28 students as subjects. The minimum competency criteria value in this school is 80. Research activities include planning, action, observation and reflection. Data collection uses observation and tests. The results of the study in cycle I, the percentage of learning completion was 64% with an average learning outcome score of 75.7. In cycle II, there was an increase, namely with a percentage of learning completion of 100% with an average learning outcome score of 87. From the assessment results, there were 5 groups that experienced an increase with 3 groups being very good at collaborating between students and 2 groups also being good at collaborating between students. So improving learning by using puzzle media has succeeded in improving learning outcomes and increasing activity between students to complete the tasks given.

Kata Kunci: *Learning Strategy, Puzzle Media, Indonesian Language Learning*

1. Introduction

The competency standards and basic competencies for elementary and secondary levels are contained in the Regulation of the Minister of National Education Number 22 of 2006 which states the content standards for basic elementary and secondary education, the competency standards for Indonesian language subjects are competency skills and potential of students that reflect mastery of knowledge, language skills, and positive attitudes towards Indonesian language and literature (Suradi et al, 2022). These competency standards are guidelines for students to understand and respond

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to local, national, and global conditions. The Indonesian language subject aims for students in the Education Unit Level Curriculum including: (1) communicating well and effectively and efficiently according to behavior, both in writing and orally; (2) respecting Indonesian as the language of unity and the state and being proud to use Indonesian; (3) understanding Indonesian well, accurately and creatively by using it for various purposes; (4) using Indonesian to add intellectual abilities, as well as maturity in controlling emotions and social maturity; (5) utilizing literary works to broaden knowledge, insight, improve behavior, morals and improve understanding, knowledge and good Indonesian language skills; (6) proud of Indonesian literature as a cultural and rational wealth of humanity for the nation and country in Indonesia (Mahmudin, 2021).

Elementary School is a strong basic principle for students for the next level of education. Meaning that elementary schools must equip students with good knowledge and graduate students with satisfactory basic potential and skills, one of which must be mastered and possessed by students is good and good language skills (Febriyanto et al, 2021) (Rahman, 2022) (Henakin & See, 2021). Students are also expected to be good speakers and be able to observe and become comprehensive readers. This goal is achieved for students, so teachers try and as much as possible for students to have good memories and use good and correct Indonesian, so that students can emulate or imitate them (Dewi et al, 2020) (Santosa & Zaenuri, 2022). The objectives contained in the Education Unit Level Curriculum already have the right design and are in accordance with developing the potential for Indonesian language in children. However, in reality, the goals of Indonesian language education are still far from what is expected as mandated by KTSP (Aunurrahman, 2020).

After conducting an observation, the researcher discovered that the reading proficiency of the Indonesian language topic is still lacking (Hermansyah & Sumarsono, 2021). The teacher's approach employed in the classroom is what drives student activity in the classroom, according to the findings of the researcher's preliminary observations on the learning undertaken by the teacher on student learning outcomes (Bagou & Suking, 2020). The instructor has not provided a decent introduction to Indonesian, has not encouraged student discussion, and is unsure of the students' level of reading proficiency. The teacher has not encouraged pupils to raise questions about reading comprehension and does not understand or employ strategies or procedures that are simple for his students to understand (Hasibuan, 2021). Students' engagement with the teacher during the question-and-answer period is poor; they continue to struggle to respond to inquiries about the reading, stories, short stories, or fairy tales that are posed to them, and they find it difficult to comprehend and investigate the material that is linked to the reading that the teacher has assigned (Putri et al, 2023) (Aamer et al, 2020) (Alan & Güven, 2022). The grade IV pupils at Elementary School 19 Buton Tengah would experience different learning outcomes as a result of these issues.

The researcher also conducted interviews with the fourth grade teachers of Elementary School 19 Buton Tengah. Based on the results of the interview on the Indonesian language learning process, the value of students' reading ability and skills is still below the Minimum Completion Criteria (KKM) which is 60. The results of the assessment of fourth grade students showed that out of

28 students, there were 8 students who got scores above KKM, while 20 students got scores or scores below KKM which is 70. The problem of learning Indonesian in terms of students' reading ability and skills that are not optimal is a very important problem and needs to be considered by the teachers of Elementary School 19 Buton Tengah, so it is necessary to find a way out or alternative to solve the problem of students who cannot read and to improve and enhance the quality of Indonesian language learning. The learning strategy for students who can solve problems is to apply the Know Want Learned strategy. The application of the Know Want to Learn (KWL) method with Puzzle media is expected to increase student activity in the classroom and their learning outcomes will also increase in the Indonesian language subject. Encourage improving teacher skills in the classroom when providing material to students, student independence in daring to answer questions or answering questions, creatively providing learning methods in the classroom, developing reading abilities and skills so that the quality of learning in the classroom can improve (Idimianto, et al 2023). By going through this KWL strategy, students will be able to remember readings longer, understand the readings taught by the teacher. This strategy emphasizes students to understand what they have read and is directed in a reading so that students can obtain information and remember the readings they have just read (Magdalena, et al 2020).

The KWL method is a very good and good method to use for students because it can demand the active role of students in the classroom, because with this method students will be invited to play an active role before reading, while reading and after reading. This method is very helpful and makes it easier for teachers in the classroom when they are going to start learning in the classroom, enlivening students' knowledge and reading interests in a reading topic, short stories or fairy tales. The Know Want Learned (KWL) method consists of three steps, namely: K (Want I Know) What I have known; W (Want to KnowI) What I want to learn; L (Learned) What I learned, so that it can be applied in class in the process of learning to read students. The KWL method can be made in the form of a KWL table.

2. Methods

This study uses a development design (Research and Development), namely by developing the creation of learning media in the form of puzzles, the process of learning how to read using the KWL method (Gunawan et al, 2023) (Prasojo, 2021) (Anabella, 2022). The development method using the ADDIE model puzzle media consists of five stages, namely: analysis stage, design stage, development stage, implementation stage, and evaluation stage (Laili & Mardiyana, 2023) (Krissandi et al, 2022). The subjects of this study were fourth-grade students of State Elementary School 19 Buton Tengah. The population is all fourth-grade students of State Elementary School 19 Buton Tengah with a total of 120 students. The sample of this study was taken using a purposive sampling technique, namely sampling where researchers select samples based on research knowledge about the samples to be selected, namely fourth-grade students of State Elementary School 19 Buton Tengah whose reading ability is still low on average (not yet complete or not yet KKM 70) totaling 28 students. The data collection technique uses observation.

The instruments used are: 1) data needs for media that will be used in class and can improve children's reading skills, 2) data on the assessment of

learning media prototypes, and 3) data on the results of testing puzzle media prototypes on fourth grade students of Elementary School 19 Buton Tengah. The validity of the observation sheet was tested using content validity. Content validity is called curriculum validity, which means that a measuring instrument can be said to be valid if it is in accordance with the contents of the curriculum to be measured. The puzzle media developed with the following criteria: 1) The Puzzle Media used will be interesting for students in the Indonesian language learning process in class, namely an average percentage greater than or equal to (≥) 70% of the number of students; 2) The Puzzle Media used achieves validity; 3) The Puzzle Media used achieves effectiveness in the learning process in class. Puzzle learning media is very effective for students in grade IV of State Elementary School 19 Buton Tengah if it meets the targeted indicators, the average score of students' reading ability tests meets the completeness, namely 60% of all students who get a score greater than or equal to the Maximum Completeness Criteria (70). The completeness of each student can be achieved if the results of the student's reading ability reach ≥ 70 from a maximum score of 100, while the completeness of the KKM value can be achieved if 60% of the number of students in the class have achieved a score of ≥ 70.

The first data analysis in this study used qualitative descriptive analysis techniques. The second data analysis used Puzzle media to determine the effectiveness of students' reading comprehension. The model used is the experimental before-after model where this model compares students' reading abilities before and after using the puzzle method.

3. Findings and Discussion

3.1 Findings

This study uses classroom action research conducted in class IV of Elementary School 19 Buton Tengah consisting of two cycles, namely cycle I and cycle II conducted on 28 students. The implementation of classroom action research (PTK) in cycle I and cycle II includes planning, implementation of actions, observation, and reflection.

Research Result Cycle I

Planning

The researcher began planning the research on the fourth grade students of State Elementary School 19 Buton Tengah on February 16, 2024. The researcher and the fourth grade teachers of State Elementary School 19 Buton Tengah prepared the administration needed during the research, including: 1) Making an improvement plan for cycle I, 2) Making materials with power point, 3) Making LKPD, 4) Making teaching modules.

Action

The action stage of cycle I was carried out on Friday, February 19, 2024. In the action stage, the class teacher or homeroom teacher opened the lesson by starting by greeting his students, then taking attendance and checking student attendance by filling in the student attendance list. Before entering the lesson material, the class teacher or homeroom teacher introduced himself. Then the researcher explained the material that would be given using PPT media teaching materials, in this activity process the researcher and students

discussed the material that was delivered or given, then the researcher divided the students into groups to complete the LKPD that had been prepared. This process took approximately 30 minutes. The next activity still had 10 minutes left. This was used to hold a pre-test for cycle I. Students then presented the results of the discussion with the researcher. This aims to determine the extent of students' abilities and the extent of their understanding in understanding the material given by the researcher.

Observation

Observation cycle I, the researcher delivered Indonesian language material in order to complete the learning activities in accordance with the objectives of the study. The researcher conducted the observation stage assisted by the class teacher or homeroom teacher and the Indonesian language subject teacher. At this stage the researcher assessed the results of the assessment in learning Indonesian and observed during the learning process during the learning process were: All students were not yet able and did not understand the material given and All students were not actively involved when discussing or group discussions.

Reflection

The implementation of cycle 1 is complete, the next activity that will be carried out by the researcher is the provision of learning test results to determine the learning outcomes of his students. The form of learning outcome test given is a formative test with 5 questions. Analysis of learning outcomes in cycle I shows the percentage increase in the average value and student completion to 75.7. For student completion in cycle I, it is 64% or there are 18 students out of 28 students who have completed learning. These results show that in cycle I there are 10 students who have not met the minimum completion criteria (KKM) which is 80. Because some students are not yet able and do not understand the material given and students are not actively involved when discussing. Based on the results of the analysis, cycle I has not met the researcher's target, so the next step the researcher will plan improvements in cycle II.

Research Result Cycle I

Planning

Based on the results of the assessment and reflection in cycle I, the researcher was assisted by the class teacher or homeroom teacher by planning corrective actions for cycle II. The planning for cycle II was carried out on February 20, 2024. The preparations made in cycle II were: 1) Cycle II teaching module; 2) Preparing puzzle media to be used in class; 3) Preparing good and interesting learning media; 4) Dividing students into 5 groups.

Action

The action stage in cycle II was carried out on Monday, February 22, 2024. At this action stage, the researcher began the meeting by greeting the students, then filling in the student attendance list or called absenteeism. Before entering the lesson material, the researcher will hold a study prayer with the students. Then the students will watch the video of the material given, in this activity the researcher explains the material and asks questions to the students, then the researcher divides the students into 5 groups then each

group is given LKPD in the form of a puzzle. Students discuss the material given and complete the puzzle according to the instructions given by the researcher. This process takes approximately 20 minutes. The next activity still has 15 minutes left which is used to present the results of the student discussion with their group. This aims to determine the extent of the students' abilities and understanding of the material given by the researcher.

Observation

The observation stage was carried out by researchers and assisted by class teachers or homeroom teachers and Indonesian language teachers during the learning process which took place on Monday, February 22, 2024.

Reflection

In cycle I, the learning outcomes completion in this study was 64% with an average learning outcome value of 75.7 and students still worked individually even though the tasks given by the researcher had to be done collaboratively. In cycle II, the researcher used LKPD with puzzle media so that students would be interested in the LKPD. Furthermore, from the results of the researcher's observations during the learning activities, students were very active in working together, this can be seen from students who work according to the tasks given by the researcher. From these results, it is very clear that students utilize and use LKPD puzzle media as a tool to improve group cooperation attitudes in the learning process, so that students look active and involved with the tasks given by the teacher and researcher. During learning, students will have more interest when following the learning process, because students already understand the directions given by the researcher. Based on observation information, the average value of learning outcomes that follow learning increases from 75.7 to 87 and the percentage of learning completion increases to 100% in cycle II.

Discussion

The results of the research in cycle I began with the planning stage which was carried out on July 16 2024. At this stage, the researcher collaborated with the fourth grade teacher at State Elementary School 19 Central Buton to arrange the administration needed during the research. This administration includes the preparation of teaching materials, activity designs, and evaluation instruments that will be used in the learning and research process. With careful planning, researchers hope that research activities can run smoothly and in accordance with the stated objectives. The action stage in cycle I was carried out on February 19 2024. At this stage, the class teacher opened the lesson by saying hello, taking attendance of students, and making introductions before starting the lesson material. The researcher then provided material using PPT media and involved students in group discussions to complete the LKPD. This activity lasted for 30 minutes, followed by pre-test cycle I which lasted for 10 minutes. After that, students present the results of their discussion to find out the extent of their understanding of the material provided. Next, in the observation stage of cycle I, the researcher delivered Indonesian language material with the aim that students could complete learning activities in accordance with the research objectives. Observations were carried out by researchers with the help of class teachers and Indonesian language subject teachers. This observation aims to monitor the extent to which the learning

process is running effectively and how students are involved in the learning activities that have been designed. In the reflection stage, researchers evaluated student learning outcomes through formative tests given to all students. The results of the analysis show that the average student score increased to 75.7 with a completion level of 64%, where 18 out of 28 students had achieved learning completeness. However, there were 10 students who did not meet the Minimum Completeness Criteria (KKM) of 80, because they did not fully understand the material provided and were less active in discussions. Based on these results, the researcher concluded that cycle I had not achieved the desired target, so improvements were needed in cycle II.

The results of the research in cycle II began with the planning stage which was carried out on July 20, 2024. Based on the assessment results and reflections from cycle I, the researcher together with the class teacher or homeroom teacher planned more effective corrective actions. This planning includes the preparation of special teaching modules for cycle II, preparation of puzzle media that will be used as learning aids, and the creation of interesting and interactive learning media. In addition, students were also divided into five groups to improve cooperation and interaction between students during the learning process. The action stage in cycle II was carried out on Monday, July 22, 2024. The meeting began with the researcher greeting, filling in the attendance list, and leading a prayer together before starting the learning process. The researcher then showed a video of the material as part of the introduction, followed by an explanation and question and answer session to ensure that students understood the material given. Furthermore, students were divided into five groups, each group was given a LKPD in the form of a puzzle to complete. This process lasted for 20 minutes, where students discussed and worked together to complete their assignments. The remaining 15 minutes were used for presentations of the results of group discussions, which aimed to assess the extent of students' understanding and abilities of the material. The observation stage in cycle II was carried out by the researcher with the help of the homeroom teacher or homeroom teacher and the Indonesian language teacher during the learning process. This observation aims to monitor the extent to which the improvements made can increase student involvement in learning, especially in terms of group cooperation. From this observation, it can be seen that students are more active in working together and involved in group discussions compared to the previous cycle. The use of puzzle media has proven effective in attracting student interest and making them more involved in the learning process. The results of the observation showed a significant increase in student learning outcomes in cycle II compared to cycle I. In cycle I, the student completion rate only reached 64% with an average score of 75.7, where students still tended to work individually even though the tasks given should have been done in groups. However, in cycle II, after using puzzle media as LKPD, students showed an increase in group cooperation and active involvement in learning. The average value of student learning outcomes increased to 87, with a completion rate of 100%. These results indicate that the corrective actions taken in cycle II succeeded in achieving the desired target, with all students successfully meeting the minimum completion criteria.

4. Conclusion

The learning outcomes that have been implemented in class IV SDN 19 Buton Tengah in the Indonesian Language subject using puzzle media can be concluded that using puzzle media can improve cooperation between students and teachers in Indonesian Language lessons. This is shown by the results of observations and using cycles I and II. From the assessment results, 5 groups experienced good improvement, 3 groups were very good at working together or group work and 2 groups were also good at working together. Puzzle media greatly improves student learning outcomes in Indonesian Language learning. This is shown by the learning outcomes that increase in each cycle. In cycle I, the average value in the class was 75.7 with a learning completion percentage of 64%. And in cycle II, the average value in the class was 87 with a learning completion percentage of 100%. Based on the research and explanation above, the researcher provides suggestions for schools to use puzzle media that can improve cooperation between students and teachers which is very significant in learning Indonesian and can be applied in elementary schools (SD). Schools should provide positive support to teachers who successfully innovate and are creative in learning activities related to learning media and methods used so that they can motivate other teachers to develop their potential. Teachers should have creativity and innovation in learning activities so that the learning process for students is interesting and not boring. Teachers should reflect on the learning process that has been carried out in order to find out their strengths and weaknesses in teaching. This reflection activity is to motivate teachers to develop their abilities. In addition, teachers should use various interesting methods and media in learning activities so that students are enthusiastic about learning. Meanwhile, students should be more active in expressing their opinions during the learning process, especially when experiencing difficulties and obstacles in learning activities.

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