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Implementation of the PBL Model Assisted in Indonesian Crossword Puzzles to Increase Class-III Elementary School Activity

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1. Abstract

The implementation of good Indonesian teaching learning can be seen in a conducive learning atmosphere and smooth communication between students and teachers. In this case, the teacher is required to be more innovative and create a pleasant learning atmosphere. Intended learning can involve students in every learning activity. However, Indonesian language learning in elementary schools is currently unable to inspire students to be active learners, and teachers still lack innovation to create an enjoyable learning atmosphere. This study aims to determine the level of students' active learning in Indonesian subjects through a learning model of Problem-Based Learning with mediaassisted crossword puzzles for third-grade elementary students. The hypothesis of this study is "When the model of problem-based learning using crossword puzzles is applied in learning, the activity in learning the Indonesian language among third-grade elementary students increases. This type of collaborative action research in the classroom is conducted by Kemmis and Mc Taggart for two cycles. Each cycle includes two sessions in which several phases take place, namely planning, implementation, observation, and reflection. The subjects of the study were 28 third-grade elementary school students. The technique of data collection consisted of observation and documentation. Descriptive quantitative analysis was used in data analysis. The results of this study indicate that the application of the Problem-Based Learning model using crossword puzzles can increase students' learning activity in Indonesian language classrooms. The results show that the activity of learning cycle I reached an average percentage of 68%. In cycle II, an average value of 79.25% was achieved. Thus, students' learning activity increased by 8.9% between cycle I and cycle II. The percentage increase is in the high category.

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2. Introduction

The implementation of good Indonesian teaching can be seen in a conducive learning atmosphere and smooth communication between students and teachers. In this case, the teacher is required to be more innovative and create a pleasant learning atmosphere. This is in line with the opinion (Jaya, 2017) which explains that one of the teacher's skills is to make learning fun so that learning can be student-centered. However, in reality, Indonesian teaching in elementary schools is currently unable to inspire students to actively learn, and teachers still lack innovations to create an enjoyable learning atmosphere. The results of observation and documentation found problems related to the process of implementing Indonesian language learning in elementary schools, where there are still students who are less active during the learning process, learning does not arouse the enthusiasm of students to follow it, the learning model used by the teacher still rather monotonous as well as the learning media, and the teacher was still racing with the old paradigm, namely teacher-centered. The existence of these problems is the learning model Problem-based learning (PBL) using crossword puzzles is a solution to increase the learning activity of students of class III of an elementary school in Indonesian language content. Model Problem-based learning (PBL) is one of the recommended learning models for implementing curriculum-based learning because it is able to create student-centered learning. Meilasari, Damris & Upik (2020) suggest that Problem-Based Learning (PBL) is a learning model that involves students in the learning process by providing problems in context and asking them to solve the given problems. Saad & Zainudin (2022) explain that the learning process is based on the real world so that students have the opportunity to solve problems and are able to assimilate essential

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concepts that arise from problems. This is consistent with the opinion of Tan & Frank (2006), who argue that problem-based learning uses the real world to spur students to solve problems. Opinions of Several Learning Model Experts Problem-based learning (PBL) can be viewed as a learning model that actively engages students to find real-world problems as a basis for acquiring critical knowledge so that they can eventually find solutions to problems that arise. The teaching and learning process is a meeting point between disciplines that is passed from the teacher to the students. The presence of learning media makes it easier for teachers to guide students as they learn in the classroom. One of the media that can be used by teachers is crossword puzzle media (TTS).

Crossword learning media can create a fun learning atmosphere. This is in line with the opinion of Rahmah & Retno (2016), who pointed out that crossword learning media is considered a very effective medium for creating learning fun. Learning media in the form of crossword puzzles can be packaged in the form of a game so that they are able to engage students in learning. They will feel motivated to answer questions about the subject matter. According to Maharani, Intan & Sukamto (2019), the crossword puzzle is a game where the player can fill in the blank white boxes with the letters that form the answers in each box. The questions can be in the form of horizontal and descending questions. This crossword puzzle is not just an ordinary game but can challenge the students' brains. Therefore, the game is able to activate students' learning and stimulate user interaction. Crossword puzzles, when used in learning, entertain students (Anggraeni & Sole: 2020). The application of problem-based learning (PBL) learning models using crossword puzzles can promote active student learning. This is supported by previous research conducted by Agus Wachid Santosa et al. (2022). The application of the Problem-Based Learning (PBL) learning model was able to increase students' learning

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activity, which was initially 33.3% and increased to 75%. In addition, research by Iwan Setiadi (2021) increased learning activity with media crossword puzzles shows an increase in learning activity. This can be observed in cycle I, the average result of the two sessions is 56.55%. On the other hand, in cycle II, the average result of the session was 69.64%. There is research on using problem-based learning models and crossword puzzles to enhance students' active learning. Therefore, the researcher intends to conduct a research entitled "Application of PBL model using Indonesian crossword puzzles to increase the activity of class III elementary schools".

3. Methods

This research is a collaborative classroom action research (PTKK) conducted in elementary schools in Yogyakarta city. Classroom action research is conducted by the teacher to perfect learning and improve the learning process (Aqib & Chotibuddin, 2018). When the research was conducted in semester II. The subjects of this study were elementary school students in class III, a total of 28 students consisting of 14 male and 14 female students. The design of action research in the classroom in this study refers to Kemmis and Mc. Taggart. The implementation of classroom action research in this model consists of two cycles, each cycle consists of two sessions. Each session consists of four phases (Muslich, 2011): First, planning, debriefing with teachers, preparation of learning tools, preparation of instruments and observation sheets. Second, implementation includes the activities of the created learning plan. Third observation, in the form of observation activities from the implementation of measures through observation sheets. The fourth phase is reflection, in which the implemented measures are analyzed and evaluated. Observation sheet is designed to observe all students in the research class.

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After the data is collected, it is analyzed to obtain the results. The data analysis technique used by the researchers is quantitative descriptive analysis. The collected data is prepared in the form of percentages and presented descriptively so that it can be easily determined whether the data has increased or not. The indicator of the success of measures in research is the increase in students' active learning. If the increase in a student learning activity, especially in Indonesian subjects, reaches an average of at least 75% of students who leave when the action research is conducted, it can be considered successful.

4. Results and Discussion

In the observation activities conducted in the class, it appears that there are problems in the form of low learning activity of the elementary students of the class III in participating in the learning process. Preliminary data shows that some students did not reach the specified activity indicators. These problems can be overcome by using the Problem-Based Learning (PBL) learning model with Media Supported Crossword (TTS). This intervention is expected to be able to produce active students while they participate in learning together with the teacher. The syntax used in this study is 1) Orientation of students to problems, 2). Organizing students to learn, 3). Guiding individual and group inquiry, 4). Developing and presenting work, and 5). Analyzing and evaluating the problem-solving process (Evi & Endang, 2021).

The criteria for observing students' active learning in this study included 5 aspects, namely: 1). Visual activities (students pay attention to the teacher's explanations during class, and students read reading texts/student worksheets). 2). Oral activities (students ask questions to the teacher and students answer the teacher's questions). 3). Listening activities (students listen to a friend give a lecture). 4). Writing activities (students write the results of discussions with their groups on LKPD and students work on assessment

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questions). 5). Mental activities (students work together to solve problems). When observing students' learning activities in the preparatory learning activities, the average learning activity was found to be 49%. This is due to the fact that the learning model does not stimulate students' active learning and the learning media used does not include an active role in students' use. The observations conducted and obtained by the researchers on students' learning activity in learning cycle I revealed that the average percentage of 25 students who left for the first or second session was 68%. These results indicate that the numbers did not meet the stated indicators of success. Since these results did not lead to success, the learning process was conducted in cycle II, which consists of two meetings. The learning action process conducted in the II cycle went well. This is evidenced by an increase in the percentage achieved to 79.25%. The average value increased by 8.9% from cycle I to cycle II.

No	Cycle	Success Percentage
1.	Pre Action	49%
2.	Cycle I	68%
3.	Cycle II	79,25%

Table 1. Comparison of Data on Learning Activeness of Pre-Cycle II Students

Based on the above table, the comparison of students' learning activity in learning the Indonesian language is shown in the following diagram:





Figure 1. Diagram of increasing Student Learning Activeness

Based on the tables and figures, it can be seen that after the implemented measures, each indicator showed a significant increase. In the preparatory measures, the learning process is carried out in one session. The researcher made observations and based on the results of the observations on learning Indonesian content, it showed that the average learning activity was 49% of the 25 students who left. This number falls into the "low" category. This is due to the fact that the learning model does not stimulate students' active learning and the learning media used does not actively engage students in its use. In addition, it is noted that students get bored easily while learning. As a result, the researcher provides interventions in the form of applying the Problem-Based Learning (PBL) learning model media-based crossword puzzle (TTS).

In general, the implementation of Indonesian learning with the Problem-Based Learning (PBL) learning model in class III of elementary school proceeded according to

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the previously prepared plan. Even though some phases did not work as they should during the implementation, overall the learning went well and resulted in conducive and interactive learning. This account is supported by the opinion of Wahid Murni (2017), which shows that applying the model of problem-based learning (PBL) in the learning process is a solution to create a conducive atmosphere in the classroom. This can be evidenced by the implementation of the measures in each cycle.

In Cycle I, the learning process was conducted in two sessions. In the first session, the material on Indonesian content was covered, in Theme 8 Subtheme 2 Learning 1, and in the second session, in Theme 8 Subtheme 2 Learning 3. The learning model is put into action in the form of a learning model - problem-based learning (PBL). The learning medium for the action is a crossword puzzle, but the researcher also provides other learning media to support the learning process and increase student learning activity. After implementing some of these interventions in Cycle I, the average student activity score was 68% out of 25 students who showed up for the first and second sessions.

In cycle II, the learning process was conducted in two sessions. In the first session, the material on Indonesian content was covered, in Topic 8 Subtopic 2 Learning 4, and in the second session, in Topic 8 Subtopic 3 Learning 1. In the implementation of learning in Cycle II, it looked more conducive than in the implementation of learning in Cycle I. In the implementation of learning, the teacher was more intensive in applying syntax to the Problem-Based Learning (PBL) learning model. The learning media used is also more innovative to achieve the expected activity level. The use of interesting learning media will certainly encourage students to participate in learning. This is in line with Hasibuan's reasoning (Rukiah & Eva, 2023), which indicates that learning media can attract students' attention, especially in focusing them on learning activities and improving their learning outcomes so that learning objectives are easily achieved. After implementing measures in cycle II, the average percentage is 79.25%. The average score increased by 8.9%

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from Cycle I to Cycle II. This is due to the researcher's approach and innovations in each session.

Based on the results obtained by the researcher, it can be underlined that the activity of learning in cycle II was considered sufficiently convincing to apply the learning model of problem-based learning (PBL). The opinion of Kristiantari et.al (2022) showed that the application of this model can activate students in gathering information about learning activities. Therefore, the researchers ensured that this class action research was completed in cycle II. Considering the implementation of learning through the application of the Problem-Based Learning (PBL) learning model using learning media in the form of crossword puzzles as a whole, it can be found that the learning activity of students in class III can be increased in the Indonesian language content in elementary school, and the average results in the cycle II have reached a success point. Thus, it can be underlined that by using Problem-Based Learning (PBL) learning models through crossword learning media, students' learning activity can be increased.

5. Conclusion

Based on the research and discussion results, it can be concluded that the application of learning models Problem-Based Learning (PBL) using crossword puzzle readers can increase the learning activity of elementary students in grade III. Increasing students' learning activity by using learning models Problem-based learning (PBL) using crossword puzzle media can increase students' learning activity in each cycle. Students' active learning in cycle I showed a percentage of 68%. In cycle II, the average percentage is 79.25%. Therefore, it can be said that these results have increased. The percentage of increase in active learning of students from cycle I and cycle II was 8.9%. Therefore, it can be concluded that the application of learning models of problem-based

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learning (PBL) with the help of crossword puzzles can increase the learning activity of elementary school students in class III.

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