



APPLICATION OF CROSSWORD PUZZLE LEARNING MEDIA TO INCREASE STUDENTS' LEARNING INTEREST IN SOCIOLOGY LEARNING AT SMA MUHAMMADIYAH LAMAHALA

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ABSTRACT. The purpose of this study was to determine whether there was an increase in students' interest in learning in the application of crossword learning media in sociology learning at SMA Muhammadiyah Lamahala. The type of research used is class action research. The research subjects were taken from class XII IIS 3, as many as 20 students. This research was conducted at Muhammadiyah Lamahala High School for the 2022/2023 academic year, which is located in East Adonara District, Lamahala Jaya Village. The data in this study are data obtained from tests and scores of interest in learning questionnaires. This research is motivated by the problem, namely the low interest in learning students in learning sociology. To overcome this problem, crossword puzzle media should be applied to increase students' interest in learning. Based on the results of observations, the average percentage of students learning interest indicators in the pre-cycle had yet to reach the KKM score percentage, which was 40% before the crossword puzzle media was applied. In cycle 1, the success criteria have yet to be reached. The average percentage of students' learning interest indicators in cycle 1 is 65%. The average percentage of indicators of interest in learning has not yet reached the criteria for success in action because it has only reached 65%, so it is continued with cycle 2. Based on observations, the average percentage of indicators of interest in learning students in cycle 2 has reached the criteria for success. The average percentage of students' learning interest indicators in cycle 2 is 92.7%.

Keywords: Learning Media, Crosswords, Interest in Learning

INTRODUCTION

Education is a process for human self-development (Syahrul, Datuk, & Bora, 2020; Syahrul, Zahrawati, & Nursaptini, 2022). This is in accordance with Law no. 20 of 2003 concerning the National Education System Chapter 1 article 1 Paragraph 1 which states that Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, morals noble, as well as the skills needed by himself, society, nation and state. Basically, education plays an important role in human life because education is one of the educational vehicles used by an educator to transfer knowledge through the learning process (Luna & Winters, 2017; Molina & Garip, 2019; Nnebedum, 2019).

According to Law no. 20 of 2003 concerning the National Education System Article 1 paragraph 20, learning is the process of interaction between students and educators and learning resources in a learning environment. The learning process can take

place because there is a series of teaching and learning activities based on a reciprocal relationship between teachers and students in educational situations to achieve certain goals (Djehalut, Kiko, Nurdin, & Syahrul, 2022; Fahlberg, 2023; Julyyanti, Yusuf, Saldika, Syahrul, & Ramlah, 2022; Sorokin, 2017; Vergés Bosch, Freude, & Camps Calvet, 2021). Learning activities in education are various forms of activities that are arranged systematically and carried out in a planned manner to achieve a good learning process and a pleasant situation (Mandut, Syahrul, Beni, & Arifin, 2021; Syahrul, Arifin, & Datuk, 2021; Syahrul & Hajenang, 2021).

Dalam kegiatan belajar mengajar terdapat beberapa komponen yang sangat berpengaruh yaitu pendidik, peserta didik, fasilitas, metode pembelajaran, kurikulum dan lingkungan belajar (Downey et al., 2019; Giuffre & Sweet, 2017; Jaha, 2023; Shalem & Allais, 2019; Tefa, 2023). Kegiatan pembelajaran akan berjalan dengan lancar jika komponen-komponen tersebut berfungsi sebagai mana mestinya dan harus saling mendukung dalam mewujudkan tujuan pendidikan yang diharapkan. Muhtar & Dallyono (2020) berpendapat bahwa

faktor dari dalam individu peserta didik juga sangat berpengaruh dalam proses belajar mengajar, seperti minat belajar peserta didik dalam mengikuti kegiatan pembelajaran. Menumbuhkan minat belajar peserta didik merupakan salah satu faktor penting dalam kegiatan pembelajaran (Lin, Chen, & Liu, 2017; Syahrul, Nurdin, et al., 2023; Zahrawati, Aras, Syahrul, Jumaisa, & Nzobonimpa, 2023).

Interest is a condition that occurs when someone sees the characteristics or temporary meaning of a situation that is connected to their own desires or needs (Syahrul & Datuk, 2020; Syahrul, Yusuf, Julyyanti, Nautu, & Arifin, 2023; Zahrawati, Syahrul, Nursaptini, Pristine Adi, & Wulandari, 2023). Students' interest in learning is very necessary in the learning process. Without students' interest in learning, it is impossible to have the ability to learn to achieve optimal learning achievement (Merolla & Jackson, 2019; Nomleni, 2023). Teachers are required to arouse students' interest in learning sociology. A teacher is not only enough to convey the lesson material, but the teacher must also be able to create a good and enjoyable learning atmosphere (Dorsett, Larmar, & Clark, 2019; Luna & Winters, 2017; Vaughan, Molnár, & Szűts, 2022).

The potential of students can be developed depending on the teacher's ability to manage learning so that material that is classified as difficult and boring, such as sociology, the teacher is able to convey well so that students can understand it. Sociology can be defined as a science that studies life and society, and sociology focuses on general aspects of society (Anggraini & Asrin, 2021; Molina & Garip, 2019; Sastri, 2021).

A number of students sees sociology subjects as boring subjects. The content of sociological material which presents many theories and concepts requires students to understand the content of the material (Eglitis, Buntman, & Alexander, 2016; Longo, Clark, Shriver, & Clausen, 2016; Sorokin, 2017). Ideally, a sociology learning process requires a sociology learning strategy designed to foster students' interest in learning in teaching and learning activities. Thus, teaching and learning activities must be able to provide interesting, creative and innovative learning, so as not to make students bored and bored. For this reason, teachers must provide sociology learning that is interesting, creative and innovative, attractive to students so that sociology subjects are no longer considered rote and boring subjects which will impact students' low interest in learning (Ferreira & Serpa, 2017; Raden & Nurdin, 2021; Thomas et al., 2017).

The problem is creating a fun learning situation and making it easier for students to understand the material. One of the supporting factors in the learning process is accuracy in choosing learning

media. Media is an introductory medium for conveying a message. Choosing the right learning media in learning will help students understand the learning material easily. One of the learning media is crossword puzzles which aim to increase students' interest in learning sociology (Akoit & Ihsanuddin, 2023; Korkmaz & Unsal, 2017; Syahrul, 2020, 2021).

To overcome this problem, more innovative, creative and fun learning media are needed to make students actively involved in the learning process and can increase students' interest in learning. One of the learning media used in the learning process is crossword puzzle media created in the eclipse crossword application. Crosswords are a game where students are asked to fill in empty spaces in the form of white boxes. This game can make students more challenged in working on the questions given by the teacher. Apart from that, students can overcome boredom in the learning process. Using crossword puzzles in learning will make it easier for students to remember and understand the concepts contained in learning. By using active learning media like this, it can be used to overcome these problems.

METHOD

The type of research used is Classroom Action Research. This research is a form of reflective research that carries out certain actions to improve or increase learning practices in the classroom in a more professional manner. This research uses quantitative data collection using students' learning test scores after using crossword puzzles, which are then analyzed and described. This research was conducted at Muhammadiyah Lamahala High School in Lamahala Jaya Village, District. East Adonara, Kab. East Flores, East Nusa Tenggara. Researchers chose this school because they wanted to implement crossword puzzle learning media that was interesting, creative and innovative. The research was conducted in the even semester, precisely in the 2021/2022 academic year. The selection of research subjects was not carried out randomly but was carried out in one class with 20 students in class XII IIS 3 Class. This classroom action research procedure was carried out in cycles, cycles I and II. Cycle II is a continuation of improvements from cycle I because it has not yet reached the KKM standard in cycle I. Each cycle is held three times. The first and second meetings were a discussion of the material while the third meeting was an evaluation of learning through test questions in the form of crossword puzzles. Each cycle consists of stages of planning, implementation, observation, and reflection. Before entering cycle I, a preliminary or pre-cycle study is carried out to determine initial conditions in the field.

Interviews, observations, questionnaires and documentation were carried out to obtain data in this research. Meanwhile, the instrument for this research uses tests. Observation is carried out by observing every event that is taking place and recording it using an observation tool about the things that will be observed or researched. The questionnaire contains a list of questions arranged in such a way that respondents provide direct answers to the questionnaire. Tests are the main instrument as a data collection tool in this research because they are used to assess and measure student learning outcomes. This research is said to be successful if the minimum average percentage of students' learning interest indicators for sociology subjects is 75% and the KKM value set in the Muhammadiyah Lamahala High School curriculum for learning outcomes is at least 75. The data obtained from the research results are then analyzed. The data analyzed is an analysis of students' learning interest. To find out students' interest, it is analyzed by calculating the overall average which has been created using the BRITMEN scale model.

RESULT AND DISCUSSION

The data in this research is data obtained from tests and learning interest questionnaire scores. This research was conducted for three weeks. In this case, the researcher acts as a teacher. This classroom action research measures students' interest in learning using crossword puzzles. This research was motivated by the problem, namely the low interest in learning of students in studying sociology. To overcome this problem, apply crossword media to increase students' interest in learning. Next, the researcher began planning the research. This research was conducted in 2 cycles.

Cycles I

At this stage, direct observations were made of the students in cycle I. The results of the observations showed that the researchers had not optimally conditioned and controlled the class in the learning process properly because the students felt bored and bored during the learning process. When students work on questions using crossword puzzles, there are still many students who cannot answer the questions provided, because when learning begins, students' attention is not yet focused on the material presented by the researcher, which can cause students to not understand the material presented. by researchers. Students' attention to the material presented by researchers greatly influences students' skills in answering the questions given. Observations of students' learning interest were carried out at the beginning of the lesson until the end of the lesson. The results of increasing interest in learning in cycle I showed that learning activities using crossword

puzzles were not optimal. Assessment of student learning outcomes in cycle I is seen from the results of student worksheets.

No.	Name	Sum	Scor	%	Average
1	Agustina K.B	29	50	58	65
2	Basri A.W	32	50	64	
3	Erna K.U	40	50	80	
4	Fahmi U	35	50	70	
5	Fitriyani H	35	50	70	
6	Hamid N.T	36	50	72	
7	Masita S.W	25	50	50	
8	Intansari A	35	50	70	
9	Ismiyanti T	26	50	52	
10	Israwati P.M	33	50	66	
11	Jalia B	30	50	60	
12	Nurul S.M	50	50	70	
13	Ramatia M	28	50	56	
14	Rani A.K	35	50	70	
15	Ryanti R.I	36	50	72	
16	Sariatum G.M	30	50	60	
17	Siti S	35	50	70	
18	Sofia O.B.M	30	50	60	
19	Syafril R	36	50	72	
20	Vera S	29	50	58	

Based on the data above, the application of crossword puzzle media in the learning process to increase students' learning interest and student learning outcomes in sociology learning at Muhammadiyah Lamahala High School in cycle I can be said to have not been successful. For this reason, it is necessary to prepare a cycle II action plan to make improvements in the learning process to achieve the success criteria.

Cycles II

Implementation of actions in cycle II consisted of three meetings. The first meeting was held on July 29 2022 with the topic of Social Groups in Society using the research plan that had been made previously. The second meeting was held on 2 August 2022. The third meeting was held on 5 August 2022. At this stage, direct observations were made of students in cycle II. In general, the observation results can be said to be good. The process of teaching and learning activities runs smoothly and orderly. Students are very enthusiastic in receiving material and working on questions in the form of crossword puzzles.

No.	Name	Sum	Scor	%	Average
1	Agustina K.B	50	50	100	92,7
2	Basri A.W	47	50	94	
3	Erna K.U	49	50	98	
4	Fahmi U	45	50	90	
5	Fitriyani H	46	50	92	
6	Hamid N.T	45	50	90	
7	Masita S.W	45	50	90	

8	Intansari A	44	50	88
9	Ismiyanti T	46	50	92
10	Israwati P.M	45	50	90
11	Jalia B	45	50	90
12	Nurul S.M	50	50	100
13	Ramatia M	48	50	96
14	Rani A.K	45	50	90
15	Ryanti R.I	46	50	92
16	Sariatum G.M	45	50	90
17	Siti S	46	50	92
18	Sofia O.B.M	49	50	98
19	Syafri R	47	50	94
20	Vera S	44	50	88

Based on the table above, it can be concluded that the results of distributing the learning interest questionnaire and student learning outcomes with the average percentage value of students' learning interest indicators in cycle II have reached the success criteria. The average percentage of students' learning interest indicators in cycle II was 92.7%.

Based on the results of observations of learning activities, it can be concluded that the implementation of sociology learning by applying crossword puzzle media in cycle II has greatly improved. The use of crossword puzzles is more effective in learning to increase learning interest in sociology learning. Based on the data above, the application of learning media to increase students' interest in learning sociology at Muhammadiyah Lamahala High School in cycle II can be said to be successful. For this reason, researchers do not need to take further action.

Discussion

The results of the analysis in cycles I to cycle II show that the application of crossword puzzle learning media can increase students' interest in studying sociology at Muhammadiyah Lamahala High School. This is supported by the average percentage value of students' learning interest indicators which increases each cycle until they reach the specified success criteria.

In cycle I, the researcher could not control the class well, which caused students to focus less on the material presented by the researcher. Students easily get bored when following lessons. This shows that students' interest in learning is still low in participating in learning activities in class. This causes students not to understand the material explained by the researcher. Applying crossword puzzles to sociologist learning in cycle I have not been successful. This can be proven by the average percentage value of the indicator of interest in learning among students on the new questionnaire sheet, reaching 65%. In comparison, the success criteria for the actions that have been determined is 75%. Apart from that, judging from the learning results of students who achieved the KKM score, it was still below the average. 25% of the students who

achieved the KKM score in cycle I were 25% or 5 students who completed it. Some of the obstacles in cycle 1 include: (a) Researchers have not optimally conditioned learning well, and students are still confused about using crossword puzzle learning media. (b) The researcher was less firm in reprimanding students who made noise in class. (c) The average percentage of indicators of interest in learning has not yet reached the criteria for success in action because it has only reached 65%.

Based on several obstacles above, the researcher took the next action, namely cycle II, by making a plan for learning, namely increasing ability in conditioning the class. Increased assertiveness in dealing with students who are not focused on lessons, increased understanding in using crossword media. Cycle II showed that researchers were able to carry out learning well. The class management carried out by the teacher in cycle II improved compared to cycle I. The researcher was able to condition the class well, providing understanding in using crossword puzzles properly. The researcher also encouraged students to always participate in teaching and learning activities in the classroom. In cycle II, the average value of the percentage of students' interest in learning indicators on the questionnaire reached 92.7%. Apart from that, it can be seen from the learning outcomes of students who achieved a KKM score in cycle II of 80%.

CONCLUSION

The results of the research can be concluded that the application of crossword puzzle learning media to increase students' interest in learning in class by obtaining an average percentage value of 92.7%.

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