



## **IMPLEMENTATION OF PUZZLE PICTURE MEDIA IMPROVES LEARNING OUTCOMES OF SCIENCE STUDENT'S IN CLASS V OF SD NEGERI KUTA RENTANG**

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### **Abstract**

This study aims to improve student learning outcomes through the application of puzzle picture media, especially in science learning for grade V of Kuta Rentang Elementary School. The type of research used in this study is Classroom Action Research with a Qualitative approach. The process of data collection, researchers use instruments, namely observation, tests, and documentation. The results of classroom action research and the discussion that have been presented, it can be concluded that science learning using puzzle media can improve the learning outcomes of grade V students of Kuta Rentang Elementary School, student learning outcomes in cycle I were 56% and in cycle II became 81% in cycle II and increased by 35% and has met the target set, namely 70% of students who have completed learning at the end of the cycle.

**Keywords:** *Puzzle Picture Media, Learning Outcomes, Science Learning.*

### **A. Introduction**

Education is an integral aspect of human life. Quality education will produce a quality generation, because education is the key to quality progress and development (Filina & Sari, 2023). Through education, humans can develop their full potential, both as individuals and as members of society (Indy et al., 2019). (Muis & Minhaji, 2018) states that education is a systematic activity and is a systemic continuous process, where education takes place through stages or processes that occur in various situations and

conditions, as well as in all complementary environments (home, school, and community environments).

Learning is a process that is carried out repeatedly and causes behavioral changes that can be seen from the learning outcomes (Suarim & Neviyarni, 2021). Educators have given a lengthy explanation of the material but not necessarily students understand what the educator is explaining. This is because not all students can receive lessons with the lecture method. Therefore, educators must be innovative to provide fun lessons, not make students bored in receiving a subject matter.

Based on the results of the researcher's observations to the fifth-grade teacher of SD Negeri Kuta Rentang, it is known that the learning outcomes of students in the semester exam are still very low, especially in science learning. This is evidenced by the number of student scores under the Maximum Completeness Criteria (KKM), which is 65. Likewise, from the results of interviews conducted by the researcher with grade V teachers of SD Negeri Kuta Rentang, Seulimeum District, it is known that in science learning there are still many students who do not understand the material being taught. So that mathematics lessons are considered difficult and not liked by students. As stated by Wasiah who stated that learning is considered difficult by students because they use a lot of biological terms and do not understand the concept of material.

Therefore, to overcome the problem of low science learning outcomes of students, researchers try to provide a solution with a new nuance, namely using teaching aids in the science learning process. Teaching aids are tools used by educators to provide teaching to students with the aim of making students able to learn lessons, understand, understand, and be more effective and efficient.

Puzzle picture is a construction game through the activity of installing or matching certain boxes, or drawings of certain buildings so that they finally form a certain pattern (Permata, 2020). Puzzle picture media is a tool to support the learning process using puzzles in carrying out lessons (Chandra, 2018; Permana & Alfurqan, 2023). The use of puzzle picture media in science learning can help students to better understand what students are learning, because students can see, touch and express thoughts directly (Zafira et al., 2023). With this puzzle prop, it can attract students' attention and make students more active in participating in learning (Saranti, 2023).

## **B. Research Method**

The type of research used in this study is Classroom Action Research with a Qualitative approach. Classroom Action Research or experiments are real research to see

causal relationships (Arikunto, 2021). The treatment carried out on the free variable in this study is puzzle picture props, in the bound variable can be seen from the learning outcomes of students in science learning by using visual media in the form of puzzle picture pieces. The data collection technique is carried out based on the type of data needed. The data collection process uses instruments, namely observation, tests, and documentation.

## C. Results and Discussion

This research was conducted to improve student learning outcomes in science learning with puzzle picture media. In grade V, students have different characters and abilities, some have low potential and some are high.

### 1. Result

#### Cycle I

Learning outcomes with biotic ecosystem component materials were measured using pre-test and post-test questions by taking the average of the *Pre-test* and *Post-test* scores. The data from the learning outcomes in cycle one can be seen in table 1. below:

**Table 1. Cycle I**

It	Indicator	Test Scores	
		Pretest	Posttests
1.	<b>Sum</b>	<b>1.027 reviews</b>	1.071
2.	Average Score	64,185	66.9375
3.	Highest Scores	76	76
4.	Lowest Rate	45	50
5.	Completeness Rate	43,75%	56,25%

Table 1. The above shows the data on student learning outcomes on ecosystem component materials. At the beginning of the first cycle pretest, only 44% of students completed the learning and at the end of the first cycle, students were given a posttest with a completeness of 56%. From the pretest and postes, there are several students who have improved, for example student 1. At the time of the pretest, the student only got a score of 63, did not reach the KKM, then at the time of the post, the student got a score of 71 and had managed to achieve the KKM, which was 70. The learning outcomes in the first cycle on biotic ecosystem component materials have not reached the target of 80% which was set by obtaining student learning completeness scores at the end of the cycle where the KKM only reached 56%.

## Cycle II

Il silk learning was two meetings. The meeting that took place in the first cycle was carried out by giving pretest questions before the use of media puzzles and after learning using media puzzles for Posttest questions. The provision of pretest and posttest questions aims to see the level of learning success that has been carried out using puzzle media.

Learning outcomes with abiotic ecosystem component materials were measured using pretest and posttest questions by taking the average of the pretest and posttest scores. The data from the learning outcomes in cycle one can be seen in Table 2. below:

**Table 2. Cycle II**

No	Indicator	Test Scores	
		Pretes	Posts
1.	Sum	1.027	1.071
2.	Average Score	64,185	66.9375
3.	Highest Scores	76	76
4.	Lowest Rate	45	50
5.	Completeness Rate	43,75%	56,25%

Table 2. The above shows the data on student learning outcomes on abiotic ecosystem component materials. At the beginning of the pretest of the second cycle, the completeness of learning in students was only 50% of students who completed and at the end of the second cycle was given a posttest with completeness in students reaching 81%. The learning outcomes in cycle II on abiotic ecosystem component material have reached the target of 70% of students who have completed it, which is 81%.

## 2. Discussion

Before the implementation of science learning using puzzle media in grade V students of SD Negeri Kuta Rentang, students felt that science learning was boring and difficult to understand because they used a lot of biology terms. Because the lack of use of media in learning results in students being less active in following the learning process, so that students are lazy and bored in participating in learning activities. After learning using puzzle media, students are more enthusiastic and not bored in following the learning process.

Based on the results of the classroom action research that has been carried out, student learning outcomes can be improved. This can be proven by the increase in

learning outcomes in each cycle. The learning outcomes of students in science learning using Media Puzzle are in table 3. next:

**Table 3. Average Learning Outcomes of Cycles I and II**

It	Component	Cycle I	Cycle II	Information
1.	Complete	56,25%	81,25%	Increase
2.	Not Finished	43,75%	50,00%	Decreased

Based on the results of the research, it is proven that the results of the first cycle of students with a completeness of 56.25% and increased in the second cycle with an average completeness of 81.25%. This completeness is likely due to the application of puzzle media in learning after being given a pre-test, which was carried out in two meetings. The first meeting was held on January 18, 2024 and was attended by 27 students. At the beginning of the learning, the researcher conveyed the learning objectives. In the core activity, the researcher started with questions and answers about ecosystem component materials, followed by students reading the text. The researcher explained about the components of the ecosystem. Students are divided into groups of 6 to 7 students each according to their seats. After the group division, students immediately compile the puzzle media that has been given.

At this meeting, students looked enthusiastic and enthusiastic because the use of puzzle media increased their interest in learning and understanding of the material. However, there are still some students who do not understand the components of the biotic ecosystem, as can be seen from their answers to the researcher's questions. This is due to a lack of attention when the researcher explains the material. In addition, the researcher faced a challenge in the form of students who were noisy in class, but this was successfully overcome by ice breaking on the sidelines of learning so that students would not get bored and learning could be continued effectively.

The second meeting was held on January 19, 2024, also attended by 27 students, with material on the components of abiotic ecosystems. Learning follows the learning implementation plan, starting with checking student readiness and appreciation in the form of additional knowledge about the material taught. The researcher invited students to form groups. Researchers and students conducted questions and answers about the components of abiotic ecosystems that had been studied previously, then the researcher explained the material on the components of abiotic ecosystems. After that, the researcher distributed puzzle media to each group.

During learning using puzzle media, students look active and enthusiastic. They no longer feel bored and are more motivated and active in completing the tasks given, so that their learning outcomes increase. Puzzle media makes it easier for researchers to explain the material and makes it easier for students to understand it, so that learning takes place effectively and fun.

#### **D. Conclusion**

Based on the results of the class action research and discussions that have been presented, it can be concluded that learning science using puzzle media can increase the learning outcomes of grade V students of SD Negeri Kuta Rentang, student learning outcomes in the first cycle by 56% and in the second cycle to 81% in the second cycle and have increased by 35% and have met the set target, namely 70% of students who complete learning at the end of the cycle.

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