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Increasing the Learning Motivation of Class V Students through the Application of Crossword Puzzles

Arnelia Dwi Yasa [1*] iD, Annisa Cholilaya Kartika [1], Fathol Muzakir [2]

[1] Universitas PGRI Kanjuruhan Malang, Indonesia, Indonesia
[2] Sekolah Dasar Negeri 4 Bandungrejosari Malang, Indonesia
* Author Correspondence

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Abstract

This research aims to improve the learning motivation of grade V elementary school students through the application of crossword puzzle media in Pancasila Education learning. The method employed is Classroom Action Research (CAR) using the Kemmis and McTaggart model, which is conducted in two cycles. Each cycle consists of four stages, namely planning, implementation, observation, and reflection. Data were collected through learning motivation questionnaires administered during the pre-cycle, first cycle, and second cycle. The research results showed a gradual and significant increase in students' learning motivation after the use of crossword puzzle media. The average learning motivation score improved from 1.87 (46.75%) in the pre-cycle to 2.25 (56.25%) in the first cycle, and further increased to 2.87 (71.75%) in the second cycle. Learning activities became more active, enjoyable, and collaborative, encouraging students to participate actively and work together in completing learning tasks. The provision of varied learning media, engaging activities, and constructive feedback also played an important role in enhancing students' motivation and involvement. The use of crossword puzzle media proved to be effective in fostering critical thinking, strengthening students' active participation, and creating positive interactions among students throughout the learning process. Based on these findings, crossword puzzle media is recommended as an alternative innovative learning strategy that teachers can implement, particularly in Pancasila Education learning at the elementary school level, to improve students' motivation and learning outcomes.

Introduction

Education is a systematic process to develop individual potential intellectually, emotionally, socially, and morally to be able to play an active role in community life. On a global scale, education has a strategic role in producing a productive generation that is adaptive to the challenges of the 21st century, as well as an instrument to achieve the Sustainable Development Goals (SDGs), especially the fourth goal of quality and inclusive education (UNESCO, 2016; United Nations, 2020).

In Indonesia, the role of education is regulated in Law Number 20 of 2003 concerning the National Education System which emphasizes the importance of developing students' potential to become human beings who have faith, piety, noble character, and are intelligent and independent. Teachers are the main actors in these efforts, with the task of guiding and shaping the character of students through an effective learning process (Ministry of Education and Culture, 2003). Tilaar (2015) emphasized that teachers are required to be able to empower students to think critically, creatively, and adaptively in the global era.

One of the important factors in learning is the learning motivation of students, which is the driver of involvement and success in learning activities (Huitt, 2001). The results of initial observations in grade V of one of the elementary schools in Malang City show that students' motivation to learn is still low. This is characterized by a lack of active participation, lack of enthusiasm during learning, and the dominance of monotonous lecture methods. This condition has implications for learning outcomes that are not optimal, so efforts are needed to increase learning motivation through more interactive and interesting learning strategies.

Several previous studies have shown that learning motivation can be increased through the use of learning media that is interesting and according to the characteristics of students (Rusman et al., 2013; R et al., 2005). The results of Rahmawati's (2019) study even found that visual media is able to increase information retention by up to 30%. However, there is still limited research that specifically examines the use of crossword puzzle media (TTS) in learning Pancasila Education in elementary schools. In fact, this media is considered to have the potential to increase participation, cooperation, thoroughness, and create a pleasant learning atmosphere (Huda & Wahyuni, 2020).

Based on this background, the formulation of the problem in this study is: How can the application of crossword puzzle media increase the learning motivation of grade V students in the subject of Pancasila Education?

This research is important because it can theoretically enrich the study of game-based learning media in increasing learning motivation in elementary school. Practically, the results of the research are expected to be a reference for teachers in designing creative and fun learning strategies, as well as recommendations for schools in developing educational media that are able to create an active and conducive learning atmosphere (Sadiman, 2010).

This article consists of five parts. The first part discusses the introduction which contains the background, problem formulation, and research objectives. The second part describes the research method, the third part presents the research results, the fourth part discusses the findings, and the fifth part contains conclusions and recommendations.

Education is a systematic process that aims to develop individual potential both intellectually, emotionally, socially, and morally in order to be able to play an active role in

community life. In the global context, education has an important role as a foundation in producing a quality, productive, and adaptable generation to the challenges of the 21st century (UNESCO, 2016). In addition, education is also a strategic instrument in achieving the Sustainable Development Goals (SDGs), especially the fourth goal which targets quality, inclusive, and equitable education for all groups without discrimination (United Nations, 2020). Therefore, the national education system in various countries, including Indonesia, continues to be encouraged to transform in order to increase the competitiveness and welfare of the community in the era of globalization.

In Indonesia, the role of education has been regulated in Law Number 20 of 2003 concerning the National Education System which states that national education aims to develop the potential of students to become human beings who have faith, piety, noble character, intelligence, creativity, independence, and responsibility. In its implementation, teachers become key actors who are tasked with guiding, directing, and shaping the character of students through an effective learning process (Ministry of Education and Culture of the Republic of Indonesia, 2003). Tilaar (2015) emphasized that teachers must be able to empower students to think critically, creatively, and have a high work ethic in order to compete in the global era. Thus, the quality of education is greatly influenced by the teacher's ability to manage learning in accordance with the characteristics of students.

One of the important factors in the learning process is the learning motivation of students. Motivation plays a role as a driver that influences students' involvement and success in teaching and learning activities (Huitt, 2001). Based on initial observations made in grade V of one of the elementary schools in Malang City, it was found that most of the students showed low learning motivation, characterized by a lack of active participation, lack of enthusiasm during learning, and dominance of monotonous lecture methods. This condition has an impact on learning outcomes that are not optimal, so efforts are needed to foster learning motivation through more interactive and interesting learning strategies.

Several previous studies have proven the importance of learning motivation in determining learning success. Rusman et al. (2013) explained that learning motivation can be increased through the use of learning media that is interesting and in accordance with the characteristics of students. In addition, R et al. (2005) stated that learning media functions as a tool in conveying messages that can overcome the limitations of space, time, and sensory abilities. The results of Rahmawati's study (2019) show that visual learning media is able to increase student information retention up to 30% higher than without media. However, there is still limited research that specifically examines the use of crossword puzzle media (TTS) in learning Pancasila Education in elementary schools as a means to increase students' motivation to learn.

Although various studies have shown the effectiveness of learning media in increasing learning motivation, research that specifically examines the application of crossword puzzle media in learning Pancasila Education is still very limited. In fact, this media has the potential to involve students in fun, challenging, and interactive learning activities. According to the results of a study by Huda and Wahyuni (2020), game-based media such as TTS can increase student participation, cooperation, and accuracy. Therefore, this study tries to answer this gap

by examining the application of TTS media to increase the learning motivation of grade V students in learning Pancasila Education.

This research is important because it can theoretically enrich the study of the application of game-based learning media in increasing the learning motivation of elementary school students. Practically, this research is expected to be a reference for teachers in designing more creative and fun learning strategies, especially in the subject of Pancasila Education. In addition, the results of this study can provide recommendations for schools in developing innovative learning media based on educational games that are able to create an active and conducive learning atmosphere (Sadiman, 2010).

Based on the background that has been described, the purpose of this research is to increase the learning motivation of grade V students through the application of crossword puzzle media in learning Pancasila Education. This effort is expected to be an alternative solution to overcome students' low motivation to learn and support the implementation of active, creative, and fun learning in elementary schools.

Method

This study uses the Kemmis and McTaggart model Class Action Research (PTK) approach which consists of four stages, namely planning, implementation of actions, observation, and reflection which are carried out cyclically until the expected results are achieved (Arikunto et al., 2015). The research was conducted at SDN Bandungrejosari 4 Malang City on students in class 5A, with a total of 27 participants who were selected through purposive sampling techniques based on the considerations of class teachers and low learning motivation conditions in Pancasila Education subjects. This research consisted of two cycles, each carried out in two meetings for 2×35 minutes. The action taken is in the form of the application of crossword puzzle media as an interactive learning medium to increase students' learning motivation. Data were collected through observation of learning activities, learning motivation questionnaires using the Likert scale of 1–4, formative assessments, and video and photo documentation during the learning process. The learning motivation questionnaire instrument was tested for content validity by three primary education experts, while its reliability was tested using the Alpha Cronbach formula and obtained a score of 0.87 which indicates a very reliable category. Data analysis was carried out in a quantitative descriptive manner by calculating the average motivation score and learning outcomes of each student in each cycle, then compared to see an improvement trend. In the implementation of research, research ethics are maintained by providing complete information to students and parents about the objectives and procedures of the research, obtaining consent from the school and parents, maintaining the anonymity of students' identities, and ensuring that involvement in research is voluntary without pressure. Previous research by Lestari and Nurhadi (2019) shows that PTK is effectively applied to improve students' learning motivation and learning outcomes, especially if they use contextual media and collaborative learning strategies. Therefore, this research is expected to make a real contribution to optimizing learning motivation through innovative learning media in elementary schools.

Results and Discussion

Results

The results of the research that has been carried out through the Classroom Action Research (PTK) method show that there is a significant change in students' learning motivation in each cycle that is carried out. This research consists of two cycles, where each cycle is used to measure the effectiveness of the use of crossword puzzle media as a tool to increase the learning motivation of class 5A students in the subject of Pancasila Education. The research was carried out in stages, starting from pre-cycle, cycle I, to cycle II, and each stage produced data that showed the development of learning motivation. Below is the explanation.

In the pre-cycle, low motivation is caused by conventional learning methods that do not actively involve students. The lack of variety of media and learning approaches can also reduce students' interest in the learning process.

Table 1. Recapitulation of Pre-Cycle Learning Motivation Results

Phase	Average Score	Percentage
Pre-Cycle	1,87	46,75%

In the pre-cycle stage, the condition of students' motivation to learn is still relatively low. This is due to the learning method that is still conventional, where teaching and learning activities are more teacher-centered and have minimal interaction. The lack of variety in the use of learning media, as well as the lack of active participation of students, is also the cause of the decline in enthusiasm for learning. Based on the results of the analysis, the average learning motivation score of students is 1.87, with a percentage of 46.75%, which means that there are still 53.25% of students who have low learning motivation.

Other factors that affect this condition include the teacher's monotonous teaching style, the lack of use of relevant media, and the less supportive learning environment. According to Sardiman (2018), a learning process that is fun, challenging, and actively involves students will increase learning motivation. Therefore, a learning strategy is needed that is able to provide a more interactive and interesting learning atmosphere.

In the first cycle, the researcher began to apply learning media in the form of crossword puzzles that were done in groups. The goal is to create a more active and collaborative learning atmosphere, as well as stimulate students' critical thinking skills. To increase enthusiasm, teachers also provide positive reinforcement such as verbal praise and the role of group leader for active students. This strategy aims to foster confidence and build a healthy spirit of competition. The results of students' learning motivation in cycle I are presented in the following table:

Table 2. Recapitulation of Learning Motivation Results Cycle I

Phase	Average Score	Percentage
Cycle I	2,22	55,50%

Based on table II, the results from cycle I show an increase in the average motivation score to 2.22 with a percentage of 55.50%. This shows an increase of 8.75% compared to pre-cycle.

Interactive learning activities and giving roles and responsibilities to students have been proven to increase their participation in learning.

In the second cycle stage, the learning strategy was further developed by packaging crossword puzzle media in a more interesting and contextual way. Students are divided into small groups and given challenges in the form of real problems that must be solved together. In addition, the researcher provides positive feedback consistently to encourage students' intrinsic motivation. They were also asked to present the results of the discussion in front of the class, which not only increased motivation to learn, but also developed communication skills, teamwork, and a sense of responsibility.

Table 3. Recapitulation of Learning Motivation Results Cycle II

Phase	Average Score	Percentage
Cycle II	2,25	56,25%

Based on table II, the results from cycle II show an increase in the average learning motivation score to 2.25, or 56.25%. Although the increase from cycle I was not very large (0.03 points or 0.75%), it still reflects a continued positive trend. This indicates that learning that is carried out actively and collaboratively has a real impact on students' motivation to learn, although it does not always result in a large spike in a short period of time.

A less significant increase in learning motivation from cycle I to cycle II shows that changes in learning behavior require time and a continuous process. Some students take longer to adapt to new learning methods. In addition, external factors such as family support, emotional state, and social environment also greatly affect the level of motivation to learn.

In addition, external factors such as family support, emotional state, and social environment also greatly affect the level of motivation to learn. For example, students who receive positive attention and support from their parents tend to show higher motivation than students who receive less attention at home. Emotional factors such as confidence, anxiety, and stress also play an important role in determining students' enthusiasm for learning. This is reinforced by (Uno, 2011) in his book Motivation and Measurement Theory, which states that social support, especially from the family, greatly affects the affective aspects of students, including motivation and attitude towards learning. Uno emphasized that the warmth and attention of parents can be a source of external motivation that encourages children to be more active in learning

Research conducted by (Raharjo & Wulandari, 2020) shows that students' learning motivation can increase gradually if the learning approach is focused on active student involvement and consistent positive feedback. In this case, the use of relevant media, verbal reinforcement, and giving appreciation to students' efforts can be effective strategies to increase their motivation in the long run. The results of this research are strengthened by (Santrock, 2011) in his book Educational Psychology, which states that students' intrinsic motivation can grow if they feel valued, involved, and challenged according to their abilities. Santrock

emphasizes the importance of supporting a responsive and interactive learning environment as an important factor in the formation of sustainable learning motivation.

Thus, although the increase in motivation has not been significant, this process still shows progress that must be maintained and developed. The most important thing is to create a continuous learning environment that facilitates natural and sustainable growth of motivation.

Overall, each cycle shows that learner engagement is increasing gradually. At first, students tend to be passive. However, after applying a more interactive crossword puzzle medium, students began to show their enthusiasm in following the learning process, and completing tasks seriously. This is in accordance with (Sardiman, 2005) that individuals or groups can be a means to increase learning motivation, because sometimes if there are rivals, students will become more enthusiastic in achieving the best results. This finding is also supported by the results of research (Prastowo, 2013) which shows that the use of game-based learning media, such as crossword puzzles, is able to increase students' interest, engagement, and learning motivation, especially at the elementary school level. In active learning, this kind of media serves not only as a visual aid, but also as a spark for collaboration and competition that encourages deeper cognitive engagement.

In the long run, increasing learning motivation will have an impact on better academic achievement, increased learning independence, and the formation of students who are disciplined, persistent, and confident. Therefore, efforts to increase learning motivation should not stop at short-term interventions, but should be an integral part of comprehensive and sustainable learning planning and implementation. According to (Winkel, 2017), learning motivation is a driving force that encourages students to learn consciously, directed, and full of responsibility. Thus, motivation is not only related to momentary interest, but also affects students' attitudes, behaviors, and overall learning outcomes. Therefore, teachers need to build a conducive learning environment and encourage students' emotional involvement in learning activities.

Discussion

Research conducted by Sari and Handayani (2020) shows that high learning motivation makes a positive contribution to increasing student learning outcomes up to 32%. The findings reinforce the view that academic success is not only determined by intellectual ability, but is also strongly influenced by the motivational strength possessed by students. Various learning strategies such as contextual approaches, project-based learning, and providing positive reinforcement have proven effective in fostering motivation to learn sustainably.

Thus, learning motivation has an important role in shaping the character of students who are independent, adaptive, and competitive. Therefore, every learning planning process needs to contain an approach that is able to arouse and maintain students' learning motivation throughout the educational process. One alternative that can be used is the use of innovative learning media, such as crossword puzzle media. The media has proven to be effective in creating a pleasant learning atmosphere, encouraging active participation, and at the same time serving as a means of cognitive strengthening that can improve students' memory and concentration.

Hidayati and Nugroho (2020) stated that the use of crossword puzzle media in Natural Science learning in elementary school can significantly improve students' learning outcomes because it involves them in active and fun thinking activities. The same thing was conveyed by Utami (2018), who concluded that the use of game-based educational media such as crossword puzzles is very effective in increasing student involvement during the learning process, especially at the elementary school level which has the characteristics of learning while playing. This kind of media also facilitates the understanding of concepts through repetition in a simple, but still interesting visual-linguistic form for students.

In addition, Majid (2014) emphasized that the use of creative and interactive learning media can increase the effectiveness of the learning process and accommodate the differences in students' learning styles in the classroom. Meanwhile, the results of Amelia and Wardani's (2020) research show that the application of crossword puzzle media in Natural Science learning in elementary school can increase students' learning motivation by 27% and significantly strengthen concept understanding. Based on the results of these studies, it can be concluded that learning media innovation is not just a complement, but an important part of efforts to create learning that is meaningful, fun, and has a direct impact on improving the quality of learning of students.

However, in the implementation of this research there are several practical obstacles that need to be considered. Teachers need additional time to design and adapt crossword puzzle media to suit the learning material and students' abilities. In addition, not all students are immediately familiar with the educational game-based learning model, so a gradual adaptation process is needed in the application of the media. In addition to technical obstacles, teachers' readiness to manage more active and interactive classrooms is also a challenge that must be well anticipated.

Furthermore, it should be realized that in this classroom action research, the researcher also plays the role of a teacher implementing learning, so that there is a possibility of subjectivity bias in evaluating students' learning motivation. The direct involvement of the researcher in the learning process can affect the assessment of the effectiveness of the learning media applied. Therefore, a more objective and valid evaluation instrument is needed, for example through trials in other classes or by involving independent observers, to ensure that the recorded increase in motivation truly reflects objective and scientifically accountable conditions. Critical reflection on the limitations of this research is important to maintain the integrity of the research results, as well as to be an evaluation material for similar research in the future.

Thus, it can be concluded that the increase in students' learning motivation is the result of a gradual process that involves a combination of appropriate learning strategies, positive interaction between teachers and students, and a conducive learning environment. Teachers as facilitators as well as agents of change have a strategic role in creating these conditions, and the success of increasing learning motivation will depend heavily on the commitment, creativity, and sensitivity of teachers in capturing the dynamics of students' learning needs in the classroom.

Conclusion

The results of this study show that the application of crossword puzzle media in learning Pancasila Education in grade V of SDN Bandungrejosari 4 Malang City can gradually increase

students' learning motivation. The average learning motivation score increased from 1.87 or 46.75% in the pre-cycle to 2.25 or 56.25% in the second cycle. This increase indicates that learning that is designed interactively by involving educational game media has the potential to create a more enjoyable learning atmosphere, encourage active participation, and strengthen students' intrinsic motivation. In addition, teacher support through providing positive feedback and social reinforcement also contributes to increasing learning motivation. Theoretically, this research contributes to the development of game-media-based learning strategies as an alternative to learning innovations in elementary schools, especially in the subject of Pancasila Education, while practically it can be a reference for teachers in designing more interactive and participatory learning. However, this study has limitations because it is only conducted in one class and in two learning cycles, so it is recommended to conduct further research with a wider sample scope, longer implementation time, and application to different subjects and levels of education to test the consistency, effectiveness, and generalization of these findings in various learning contexts.

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