The Effect of Word Search Learning Media in Indonesian Language Learning on Student Learning Outcomes Grade V Elementary School

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ABSTRACT

This study was conducted to understand the effect of word search learning media in Indonesian language learning on learning outcomes of fifth grade students. This research uses an experimental method involving a quantitative approach with the type of Quasi Experimental Design. The variables in this study consisted of independent variables (X), namely learning media looking for words in Indonesian language learning and dependent variables (Y), namely student learning outcomes. The population of this study were all grade V elementary school students with a total of 168 students, and the sample in this study was class V.A with a total of 28 students as an experimental class. Data collection techniques using tests and documentation. The implementation of the research implementation is to conduct an initial test (pretest), carry out treatment, and conduct a final test (posttest). Before using the word search learning media, the completeness rate only reached 71.4%. However, after using the learning media, the completion rate increased to 100%. From the t-test results, the sig. (2-tailed) of 0.00 > 0.05. This indicates that the null hypothesis or Ho is rejected and the alternative hypothesis or Ha is accepted. So it can be concluded that "there is a significant effect of learning media looking for words in Indonesian language learning on the learning outcomes of grade V elementary school students".

INTRODUCTION

In an era of development that requires change in all aspects of life, people need to improve their skills in dealing with change. The education aspect is one part that has progressed in life. In facing and responding to the challenges of an increasingly complicated world, the education sector needs to make various changes and improvements (Arni, 2023) Education has an undeniable importance in human life. The importance of education lies in the formation of individuals who can fulfill their roles in the future. Education has an important

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role in forming a group of individuals who have advantages in terms of intelligence and abilities in various aspects (Safaringga et al., 2022).

Education plays a crucial role in creating excellent individuals. The learning process received has an influence on the quality of human resources. When an effective educational process takes place, it can improve the required thinking skills, such as skills in critical thinking as well as effective communication. According to Hanafi (2018), teachers can carry out effective learning implementation by preparing everything related to teaching and learning activities.

A step to improve the quality of education through learning methods, among others, is to build a pleasant learning atmosphere, using approaches that are in accordance with routine activities and student satisfaction in KBM, so that they will be motivated to be active in the learning process. In this case, the use of various media and learning models will also make the learning process more exciting and frame the class to be more alive. However, the learning room must also support with a peaceful, comfortable, and bright atmosphere. Education always coexists with learning.

Learning is an activity that involves setting and organizing the environment around the school to encourage and develop students in the teaching-learning process. In Sudjana's opinion, learning is a structured activity that involves the relationship between teachers, students, learning materials, and environmental contexts with the aim of creating conditions that motivate students to develop knowledge. According to Sagala, learning is an action taken with the aim of creating a relationship between teachers and students during the educational process. Quoting Arifin's words, the learning process is the activity of teaching students by utilizing the principles of learning theory in order to influence positive results in education. When learning is carried out, it will use Indonesian.

According to Wibowo, language is a symbolic system that uses sounds that have meaning and is created using human speech tools. This language is used by groups of people or individuals to convey their feelings and thoughts. Language is also something that is agreed upon by convention to communicate. Soejono revealed that language has a very significant role as a tool for spiritual communication in life together. Indonesian is used as a national language whose role is important in facilitating communication and as a medium for conveying information. Accuracy in using language will have an impact on the accuracy of the information to be conveyed. During its development process, Indonesian has experienced various negative events as a result of non-conformity in the use of Indonesian language rules. Indonesian, according to its

historical records, experienced growth and development from the Malay language. One of the lessons that must be taken is Indonesian language learning.

In elementary schools there is Indonesian language learning which acts as a place to train students' skills in the use of language in accordance with communication needs. Improving skills in verbal and written communication is expected through Indonesian language learning. Learning materials in Indonesian can be taught effectively and efficiently if the teacher communicates them in a fun way. In the implementation of Indonesian language learning, expect to arouse students' interest in the learning process, create a challenging learning atmosphere, and activate students' minds, bodies, and spirits. In this way, students will be able to increase their creativity through the learning process so as to improve their learning outcomes. Indonesian language learning in primary schools aims to improve students' ability to understand and apply language as an effective means of communication, both in oral and written form. In addition, at the elementary school level, educational goals also include developing the ability to think, communicate, and express thoughts and feelings, as well as fostering a sense of unity in society.

Learning is an activity carried out by humans to create new changes in human life. W.H Buston (Suardi, 2018, p. 9) argues that the important thing in the learning process is the changes that occur in individuals. These changes can include aspects of personality that appear from the changes experienced by the individual, and are also influenced by interactions with the surrounding environment. Each individual has the ability to gain knowledge through observation, hearing, and imitation. When learning activities take place, students acquire more theoretical knowledge.

Nurrita (2018, p. 172) the problem commonly found in the world of education is the lack of effectiveness of learning activities. According to Kristin's opinion, students will be able to achieve good learning outcomes if they have adequate facilities for learning, teachers use interesting learning media, and students participate during learning activities and they are not bored or bored when following lessons in the classroom. In that framework, educators can utilize various types of learning media to support the development of student knowledge. This learning media serves as a tool that can be utilized when teaching and learning in the classroom. For an educator, it is important to be able to choose the right learning media that suits the needs in order to achieve the educational goals set by the institution. In the educational process, the use of learning media becomes very important in order to facilitate a teacher's ability to communicate material to students more effectively.

The results of observations of class V show that there are still students who get scores that do not reach the minimum passing standard (KKM), while the KKM standard that should be achieved by students in class V of the SD is 75. Teachers rarely use media in learning. Not only that, teaching by teachers is done through the lecture method where students are not active in the learning process, focusing only on the teacher. The students tend to be more interested in their personal affairs and therefore, when they are asked to ask or given questions, they are reluctant to ask and find it difficult to answer the questions. The teachers only rely on textbooks as a guide in teaching and they are also no longer young so their teaching style becomes monotonous. This situation is the cause of children becoming bored and has an impact on student learning outcomes. Teachers generally prefer to use traditional learning methods, which only involve them in delivering the material without any active interaction between students and teachers. This limitation also impacts on students' engagement in the learning process, causing a lack of development of their knowledge.

There is a suitable solution to the problem, namely the need for strategies in the learning process, such as utilizing learning media, such as using word search learning media. Word search learning media is one of the tools that can be used by teachers to encourage students to be actively involved in the learning process. Searching for words can encourage learners to be more active when reading and help them recognize or understand basic concepts to understand deeper concepts. Based on Widiyanti, et al's statement, the use of learning media to search for words has benefits in supporting students in developing the habit of reading textbooks so that they can understand and remember the concepts taught. This can improve their learning outcomes. Hidayat (2019) stated that the use of word search game media also has advantages. This media can facilitate understanding of the material, hone skills in maintaining the accuracy, foresight, and focus of students on the material taught by the teacher (Puspita Dewi et al., 2023).

Based on previous relevant research, according to a study conducted by Huda & Kurniawati (2016), "the use of word search game media in the learning process has a significant impact on student learning achievement". Hasni & Hidayat (2017) conducted a study and found that "there is a difference between students who follow the experimental class and those who follow the control class".

The purpose of this research is to find out and get learning outcomes in Indonesian language learning if using word search learning media. Based on the problems that occur above, the researcher wants to conduct research on:

"The Effect of Word Search Learning Media on Indonesian Language Learning on Learning Outcomes of Grade V Elementary Students".

RESEARCH METHODE

Researchers use experimental methods that involve quantitative approaches and comply with causal requirements in educational science that studies human subjects. Based on the opinion of Sugiyono, the experimental method is a technique for obtaining information and achieving certain goals and criteria. In this method, there is an experimental class that uses Quasi Experimental Design which involves two types of variables, namely independent variables or independent variables and dependent variables or dependent variables. The population was all grade V elementary school students with a total of 168 students, and the sample in this study was class V.A with a total of 28 students who served as the experimental class. The research stages are pretest, treatment and posttest. Data collection uses tests that aim to measure student abilities and documentation. Instrument validation techniques use validity tests, reliability tests, test difficulty levels, and differentiating power. The data analysis technique was carried out by testing normality, homogeneity test, and hypothesis testing.

RESULT AND DISCUSSION

This study was conducted at State Elementary School 88 Palembang which is located at Jalan. A. Yani. Before conducting the research, the researcher applied for permission from the principal of SD Negeri 88 Palembang to carry out the research. Furthermore, researchers directly conducted research at SD Negeri 88 Palembang. This research used V.A research sample consisting of 28 students as the experimental class sample. The purpose of this study was to measure student learning outcomes through pretest before the treatment was applied and posttest after the treatment of word search learning media was applied by the researcher. However, before conducting research, researchers conducted validation to the lecturers concerned and also elementary school teachers and researchers carried out trials, the following are the results of the validity test:

Table 1.
Validity Test

Number	r table	r count
1	0,3739	0,819
2	0,3739	0,743
3	0,3739	0,618
4	0,3739	0,743
5	0,3739	0,819
6	0,3739	0,819
7	0,3739	0,480
8	0,3739	0,819
9	0,3739	0,743
10	0,3739	0,819
11	0,3739	0,598
12	0,3739	0,492
13	0,3739	0,387
14	0,3739	0,529
15	0,3739	0,506
16	0,3739	0,819
17	0,3739	0,467
18	0,3739	0,618
19	0,3739	0,743
20	0,3739	0,743

The table above is data that has been tested, validation has been carried out at SD Negeri 88 Palembang with a total of 20 questions. Of the 20 questions that have been tested, all of them are declared valid and suitable for use during research. After the validity test, researchers carried out a reliability test with the aim of evaluating the extent to which an instrument produces consistent and reliable data. This test has its importance because it relates to the level of uniformity of all instruments and the Cronbach's Alpha value is 0.06. Note the results of the reliability test that has been tested:

Table 2.
Reliability Test

Reliability Statistics	
Cronbach's Alpha	N of Items
0,936	20

Based on the table above, it can be seen that the Cronbach's Alpha value is 0.936 <0.06. it can be concluded that these results can be declared reliable and

suitable for use during research. Furthermore, the level of test difficulty is done to motivate students to overcome challenges, therefore an effective test is a test that uses questions that are not too simple, but also not too complicated because this can make students feel discouraged and lose motivation. The following are the results of the test difficulty level:

Table 3.
Level of Test Difficulty

Number	Difficulty Level
1	0.6071
2	0.5357
3	0.7857
4	0.5357
5	0.6071
6	0.6071
7	0.7857
8	0.6071
9	0.5714
10	0.6071
11	0.7500
12	0.6071
13	0.7500
14	0.6786
15	0.7500
16	0.6071
17	0.8571
18	0.7857
19	0.5357
20	0.5357

The level of difficulty of the test got 7 easy questions, and 13 medium questions. Then the distinguishing power aims to separate students who have better skills from students who have lower skills. The following are the results of the differentiating power **carried out by researchers**

Table 4.
Differentiating Power

Number	Differentiating Power
1.	0.796
2.	0.698
3.	0.554

Number	Differentiating Power
4.	0.698
5.	0.796
6.	0.796
7.	0.339
8.	0.796
9.	0.717
10.	0.796
11.	0.533
12.	0.421
13.	0.554
14.	0.445
15.	0.430
16.	0.796
17.	0.380
18.	0.554
19.	0.698
20.	0.698

The results of the differentiating power carried out are 7 questions are very good, 11 questions are good, and 2 questions are sufficient. After carrying out the three tests above, the researchers conducted research by giving an initial test (pretest) with the results of 8 students completing, but 20 students did not complete. Because of the large number of students who were not complete, they were given treatment using word search learning media and then given a final test (posttest), so that all 28 students were complete with the highest score of 95.then the prerequisite test was carried out. The following are the results of the normality test using Kolmogrow-Smirnov:

Table 5.
Descriptive Statistics

Keterangan					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest Experiment	28	55	90	69.8214	10.58319
Posttest Experiment	28	75	95	85.5357	6.57426

In the table, it can be noted that the number of students in the experimental class is 28. The lowest student pretest result was 55, the highest

score was 90, and the average score was 69.83. The posttest results of the experimental class showed a variety of different scores. The lowest scoring class member achieved 75, while the highest scoring class member achieved 95. Overall, the mean score of the experimental class was 85.54.

Table 6.
Normality Test

Number	Description	Sig	Conclusion
1	Pretest Experiment	0,200	Normal
2	Posttest Experiment	0,131	Normal

In the table, the sig. of the experimental class pretest is 0.200> 0.05. Similarly, the significance of the posttest is 0.131 > 0.05. Thus, it can be concluded that both data have a normal distribution. The following are the results of the normality test:

Table 7.
Homogeneity Test

	Sig	Description
Learning Outcomes	0,154	Homogen

Look at the table above, sig. 0,154 > 0,05. The value that is considered significant in this test is 0.05. If the sig value> 0.05, it means homogeneous. The next step is to test the hypothesis by testing whether the word search learning media has an influence on student learning outcomes or not. The following are the results of hypothesis testing after being processed using statistical applications, namely IBM SPSS Statistics version 25.

Table 8.
Hypothesis Test
t-test for Equality of Means

T	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
				Lower	Upper
9,470	0,000	18,03571	1,90445	14,21756	21,85391

Hypothesis testing obtained sig. (2-tailed) is 0.000. Because the significant probability <0.05, the null hypothesis (Ho) is rejected. So the researchers can conclude that Ho is rejected and Ha is accepted, which means "There is an Effect of Word Search Learning Media on Indonesian Language Learning on Learning Outcomes of Grade V Elementary Students.

Previous relevant research that supports is by Huda & Kurniawati (2016), "the use of word search game media in the learning process has a significant impact on student achievement". Hasni & Hidayat (2017) conducted research and found that "there are differences between students who follow the experimental class and those who follow the control class".

CONCLUSION

From the results of the research and discussion carried out, it can be concluded that there is an effect of learning media looking for words in Indonesian language learning on the learning outcomes of fifth grade students. This study proves that the percentage of success of the experimental class has increased significantly. Before using the word search learning media, the level of completeness only reached 71.4%. However, after using the learning media, the completion rate increased to 100%. From the t-test results, the sig. (2-tailed) of 0.00 > 0.05. This indicates that the null hypothesis or Ho is rejected and the alternative hypothesis or Ha is accepted. So it can be concluded that "there is a significant effect of learning media looking for words in Indonesian language learning on the learning outcomes of grade V elementary school students".

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