



Vocabulary Mastery Through KAKI SI KOKA Media for Elementary School Students

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Abstract: This study aimed to describe the improvement of students' vocabulary mastery by using a team game tournament model assisted by KAKI SI KOKA media in Indonesian subjects. The research method used is classroom action research (PTK), which has two cycles. Each Cycle consists of planning, implementation, observation, and reflection. This research was conducted in SD 4 Karangrowo grade IV with 33 students. Data collection techniques include interviews, observations, tests, and documentation. The data analysis used is quantitative and qualitative. The results of the study using the TGT model assisted by the media KAKI SI KOKA can increase Vocabulary in Indonesian subjects in grade IV SD 4 Karangrowo, as evidenced by the completion of 20 students with a percentage of 60.6% in the first Cycle, which has increased but has not been maximized, so it is necessary to be disciplined II, after the implementation of cycle II, the results of student vocabulary mastery increased with 27 students experiencing completeness with a percentage of 81.81%. Based on classroom action research, using KAKI SI KOKA media can increase students' vocabulary mastery at SD 4 Karangrowo. Applying KAKI SI KOKA learning media makes students more active and creative in Learning.

Abstrak: Penelitian ini dilakukan dengan tujuan untuk mendiskripsikan peningkatan penguasaan kosa kata peserta didik menggunakan model teams game tournament berbantuan media KAKI SI KOKA pada mata pelajaran Bahasa Indonesia. Jenis metode penelitian yang digunakan adalah penelitian tindakan kelas (PTK) dengan 2 siklus, tiap siklus terdiri dari perencanaan, pelaksanaan, observasi, dan refleksi. Penelitian ini dilakukan di SD 4 Karangrowo pada kelas IV dengan jumlah 33 peserta didik. Teknik pengumpulan data meliputi wawancara, observasi, tes, dan dokumentasi. Analisis data yang digunakan yaitu analisis data kuantitatif dan kualitatif. Hasil penelitian menggunakan model TGT berbantuan media KAKI SI KOKA dapat meningkatkan kosa kata pada mata pelajaran bahasa Indonesia di kelas IV SD 4 Karangrowo dibuktikan dengan adanya ketuntasan 20 peserta didik dengan presentase 60.6% di siklus I yang mengalami kenaikan tetapi belum maksimal, sehingga perlu diakan siklus II, setelah pelaksanaan siklus II hasil penguasaan kosa kata peserta didik terjadi peningkatan dengan 27 peserta didik mengalami ketuntasan dengan presentase 81,81%. Berdasarkan penelitian tindakan kelas dapat disimpulkan bahwa dengan menggunakan media KAKI SI KOKA dapat meningkatkan penguasaan kosa kata peserta didik di SD 4 Karangrowo. Penerapan media pembelajaran KAKI SI KOKA mengaktifkan peserta didik lebih aktif dan kreatif dalam pembelajaran.

A. Introduction

Communication is an essential aspect of creating an effective and supportive learning environment. Communication is a reciprocal relationship between individuals who send and receive messages to each other (Handayani et al., 2021). In an increasingly connected world through technology, communication has evolved into various forms, including verbal and non-verbal communication, written communication, and communication through social media. Various information is received and developed through this process of thinking, and humans can improve the quality of life. In order to support students' ability to solve problems, it is necessary to strengthen independent Learning (Amalia et al., 2019). In the school environment, language is emphasized not only for students but also for teachers. Communication in learning literary works also involves discussions between students. According to Kironoratri et al (2023), literary works must be understood as satisfying emotions and splashing ideas and thoughts. Literary works, as one of the human needs, offer a beautiful human grid towards the perfection of life.

One of the factors of good language skills is the diversity of Vocabulary. The amount of Vocabulary acquired and the type used according to the necessary context. According to Winarti (2023), Vocabulary is a set of words that a language or person has and can be thought of in various ways and levels, such as B. Morphology, Semantics, and Pragmatics. The Vocabulary that a person has has a significant influence on his or her language skills, both oral and written. Learning vocabulary can improve and develop students' language skills by increasing and achieving fluency in a language; the more Vocabulary a person has, the more ideas and thoughts can be controlled (Izzah, 2022). Learning Vocabulary is needed more seriously and directed because many students still need help learning Indonesian language vocabulary. In Learning, the proverb says that the language reflects the nation (Mustafafi et al., 2023). In the learning process that has taken place in elementary school so far, educators aim to memorize learning materials, and teaching interactions only take place in one direction (monotonous). According to Santoso & Amaliyah (2022), Learning is a process, not just an event seen as the beginning and the end. This situation creates students' relatively underdeveloped Indonesian Language vocabulary, significantly influencing the Indonesian language's learning process in particular and other subjects at that level.

Based on the results of interviews with fourth-grade teachers of SD 4 Karangrowo, it was found that there are problems in learning Indonesian Language vocabulary. Namely, educators do not use media in the teaching and learning process, which is used as a tool in the learning process, significantly to improve understanding and strengthen students' Vocabulary so that students tend to be passive when participating in learning due to a lack of understanding in the learning process, let alone tools limited learning. The results of the observation obtained the data used were obtained from the daily test of students' vocabulary mastery, some of which were complete and incomplete. Students' vocabulary mastery tends to be unsatisfactory; this can be seen from the average daily test score of grade IV, which still needs to meet the KKTP standard score set by the school, which is 75. The grade IV SD 4 Karangrowo students totaled 33 students, consisting of 18 boys and 15 girls. Based on the

daily test results, 13 students (39.3%) met the K.K.T.P. standards and 20 students (60.7%) did not meet the KKTP standards with the highest score of 84 and the lowest score of 42. This is because students in the learning process tend to be less active, need more understanding of the material, and talk a lot about themselves with their friends.

The game method can improve students' language mastery and Vocabulary from the problems found and the descriptions described. Games as a learning method offer a more interactive and fun approach so that students are more motivated and involved in the learning process. Learning through play is one of the teaching and learning techniques that is easy to apply. Games will bring them fun and satisfaction in a program to be delivered (Purwoko & Masitoh, 2022). Through games, learners can learn in a less tedious and more relaxed atmosphere, allowing them to remember and understand new Vocabulary more easily.

Based on the mastery of Vocabulary in Indonesian language learning, learning media such as KAKI SI KOKA media are needed to foster students' activeness and hone their skills. According to Arsyad (in Kironoratri, 2020), the media is an intermediary users use to convey opinions to the intended recipient. According to the mass media, it can deliver teaching materials from teachers to students (Sari et al., 2023). Media KAKI SI KOKA is another name for a vocabulary crossword puzzle. Learning with crossword puzzles is one of the alternatives that educators can use because it suits the personality of students who like to play games (Ramadhan & Megawati, 2023). Crossword puzzles are word games where players fill in empty boxes with letters to form words based on the clues given. These boxes are usually arranged in large squares consisting of rows and columns. These crossword puzzles benefit students' creativity and activity and liven up students' curiosity so that students' knowledge will increase (Rahma et al., 2023). Crossword puzzle media has various advantages in cognitive development and as a means of entertainment. One of the main benefits is the increase in Vocabulary. When playing crossword puzzles, learners often discover and learn new words, which helps expand their language knowledge. In addition, crossword puzzles stimulate brain activity by involving different parts of the brain in the problem-solving process. This is useful for maintaining students' cognitive acuity and memory.

Crossword games are an effective and fun tool for improving mental and social activity. With a focus on mental stimulation, the game helps improve cognitive skills such as memory, reasoning, and problem-solving. Searching for words according to the clues also expands the player's Vocabulary, making it an exciting learning method. According to Dwirendy and Qalbi, In providing Learning through play, the use of media can make children more interested in the games that will take place. Therefore, students need a new and more exciting learning environment. Using games in Learning is one of the related efforts that can attract students' attention and encourage them to participate in learning activities. Using media can make learning more effective and easily absorbed by students.

The use of games in Learning has been extensively researched, including research by Manasikana et al (2022). A score of 64% of students completed the total number of students.

In the affective aspect, data was obtained for 61% of students who completed the course; in the psychomotor aspect, data was obtained for 78%. Then, in the second Cycle, there was an increase in students' initial reading ability, reaching a score of 82% of students who completed the test results. In the affective aspect, data were obtained by 82% of students who completed the test, and in the psychomotor aspect, data were obtained by 89%. It differs from the research conducted by (Manalu & Khairiah, 2021). The results of the study show that the average score of students at school is 70.62, with a learning completion percentage of 60%, and the average score of cycle III is 83.91, with a learning completion percentage of 86% from the results of the analysis of the activity observation sheet obtained from the observer in Cycle III of 64%. Thus, implementing Vocabulary learning through picture puzzle games increases student activities and learning outcomes.

Meanwhile, the research conducted (Ramadhan & Megawati, 2023) Based on the results of the student learning test percentage in the first Cycle was 76.96%, and in the second Cycle, it increased to 88.03%. From the comparison of the two cycles, there was an increase of 11.07%. From the comparison of the two cycles, there was an improvement, which means that writing skills using Crossword Puzzle (TTS) media have improved.

The existence of several previous studies can be said that the media of crossword puzzles can help teachers in continuous Learning. Language learning strategies, especially vocabulary mastery in the classroom, need to get balanced material in the teaching and learning process because the reality obtained in the field between the demands of the curriculum and the implementation of Learning, especially Vocabulary in the classroom, has not been achieved, so there is a need for media that can encourage students to be active in Learning.

This study aims to improve the results of vocabulary mastery using active learning methods on the learning outcomes of students in elementary school. This study will determine how applying KAKI SI KOKA media can improve students' vocabulary mastery. The specific objectives of this study are first, to identify changes in students' learning motivation after the application of active learning methods; second, to analyze the difference in learning outcomes between students who follow active learning methods and students who follow conventional learning methods; and third, evaluating student responses to the active learning methods used. By understanding the impact and effectiveness of this learning method, this research can provide recommendations for educators in choosing effective learning strategies.

B. Method

The type of research in this study is classroom action research (PTK). Arikunto et al (2019) said that teachers conduct classroom *action research* to improve the quality of learning practices in their classrooms. PTK focuses on the teaching process that occurs in the classroom and is carried out in natural situations. Classroom action research is a study of learning activities in the form of actions that are consciously created and carried out together in a class between teachers and students. This action is determined by the researcher or

carried out by the student according to the direction of the researcher. The research was conducted in two cycles of action. Each Cycle consists of four stages: implementation, action, observation, and reflection.

This study applies a team games tournament model, divided into small groups of 4-5 people. In groups, students work together and are independently responsible for their study time. After implementing the team games tournament model, students' vocabulary mastery results will be seen. If Cycle I is completed, the research will not be continued to Cycle II; on the contrary, if Cycle I is not complete, the research will be continued to the next stage in Cycle II. Learning outcome data was collected through the first and second cycles of learning outcome tests. Learning outcome tests can measure students' mastery of the material in a certain period after participating in learning. The test is carried out at the end of each implementation of learning actions.

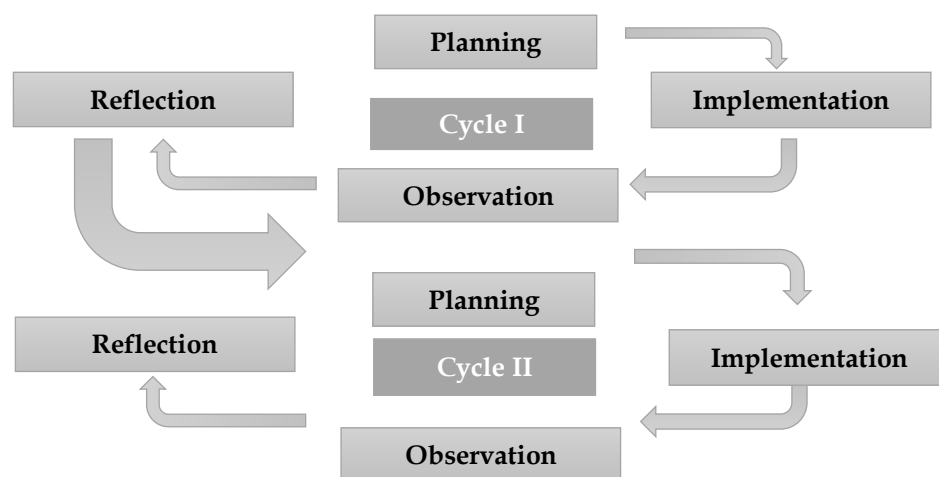


Figure 1. Classroom Action Research Process Chart

This research was conducted at SD Negeri 4 Karangrowo. The time for conducting the research begins in the even semester of the 2023/2024 academic year in September 2023 – May 2024. The subjects taken in this study were all students of grade IV of SD Negeri 4 Karangrowo, with a total of 33 students. With details of the number of men, 18 people, and the number of women, 15 people. This study aims to increase vocabulary mastery through the Teams Games Tournament (TGT) learning model assisted by the media of KAKI SI KOKA grade IV SD Negeri 4 Karangrowo. The research procedure used in this study is based on classroom action research (PTK). The data collection technique aims to obtain data and information related to research in this study, and the researcher uses various types of data collection techniques such as observation, interviews, document review, and tests.

Data analysis is carried out quantitatively and qualitatively. Quantitative data analysis techniques are descriptive, using numbers or percentages. Meanwhile, qualitative data analysis techniques include data reduction, data presentation, and drawing conclusions and verification.

C. Results and Discussion

The research was carried out in two cycles, each with four stages. Cycle I action planning is carried out to overcome students' difficulties in learning Vocabulary by making an action plan using the media "KAKI SI KOKA" related to Learning. The delivery of actions using the media of KAKI SI KOKA is carried out through the preparation of teaching modules, which include: 1) Preparing materials to make questions to improve the results of student vocabulary acquisition, 2) Preparing what pictures will be displayed when answering 3) Students will answer questions to improve the results of vocabulary acquisition according to their meaning and 5) conducting reflective activities on the use of KAKI SI KOKA media in answering questions to improve the results of acquisition vocabulary. During the learning process, the researcher used the Teams Games Tournament Model to build student activity during Learning using crossword puzzle media. The stages of the learning process are.

Phase 1: Class Presentation

In this phase, the teacher asks students to read the material first, and then the teacher explains a little vocabulary material. Before delivering the lesson, the teacher invites students to ask questions and answers related to Vocabulary. In the presentation of this class, the teacher informs students to be serious in understanding the material because in group activities, later, this material will be used as a question in games (games).



Figure 2. Teachers Deliver Material

Phase 2: Study in Groups

The teacher divided the students into five groups of 6 and distributed student worksheets (LKPD) to each group. Each group discussed with their friends how to work on the problems contained in the LKPD seriously. However, some students were still ignorant of their friends, so the teacher reprimanded them so that they could cooperate reasonably in their group. The teacher guided the group that had difficulties writing the LKPD.



Figure 3. Teacher Guides Groups with Difficulty

Phase 3: The Game

The teacher explained the rules of the game that will be played during the tournament, namely that the group representative can come forward and answer the questions read by the teacher. However, if the group representative cannot answer the question on the KAKISI KOKA media, the question is given to the next group until someone succeeds in answering it. If all members of the tournament group cannot answer the questions read by the teacher, the teacher will give other questions, and the students will try to answer them. Each group will compete with each other to get the most points. The questions in this game, namely the questions in the LKPD, will be read by the teacher randomly. Representatives of the group who want to answer can show their hands and mention the name of their group.



Figure 4. Teacher Explains Game Rules

Phase 4: Tournament

After everything was finished, the teacher asked the group representatives to come to the front of the class to start the tournament. Here, students will compete to answer questions given by the teacher. To what extent do they remember and understand the vocabulary terms that have been worked on? In this tournament, a story has 12 questions about vocabulary terms.



Figure 5. Students Carry Out Tournaments

Phase 5: Group Awards

After the tournament activity, the teacher asks the students to return to their respective groups. Then, the teacher observes and checks which group gets the most stars. Group 1 gets five stars, group 2 gets two stars, group 3 gets three stars, group 4 gets 1 star, and group 5 gets 1 star. The teacher announced the tournament winner in the first meeting, namely group 1.



Figure 6. Teachers Give Gifts

Result

In the pre-cycle stage, the researcher used the results of daily Indonesian language tests to determine the vocabulary ability of class IV students, who had a total of 33 people. It can be seen that the success rate of grade IV students of SD 4 Karangrowo shows that 39.39% obtained a score of ≥ 75 , which means that as many as 11 students completed it. Meanwhile, as many as 60.61% of students obtained a score below < 75 , which means that as many as 20 students did not complete it. This shows that the teachers' learning media does not attract students' attention and may even make students feel uncomfortable in the classroom. Therefore, learning media such as the KAKI SI KOKA (Vocabulary Crossword Puzzle) must increase vocabulary acquisition to improve teaching and Learning.

After the pre-cycle period is carried out, the researcher then designs the actions of Cycle I. In the planning stage of Cycle I, the researcher carries out several activities as follows:

- a. Communicate with teachers to set a time for learning implementation.
- b. Designing teaching modules that contain learning steps and teaching materials.
- c. Prepare an assessment sheet to evaluate the results of the student evaluation test on learning Indonesian Vocabulary.
- d. Develop instrument guidelines to measure students' skills and understanding.

Cycle I

The first Cycle will be held on Monday, 19 February 2024, with vocabulary material. The application of action in Cycle I forms a cycle divided into four stages: the action planning stage, the action implementation stage, the observation stage, and the reflection stage. The table below shows the percentage of students' vocabulary mastery in Cycle I.

Table 1. Results of the Evaluation Test Cycle I

KKTP	Number of Students	Percentage	Classification
≥75	20	60,61%	Complete
<75	13	39,39%	Incomplete
Average		70	
Classic Gear		60,61%	
Completeness Criteria		Less	

Based on the table above, it can be seen that the students who achieved the minimum completeness were 20 students or 60.61%, while the other 13 students or 39%, were still below the KKTP that had been determined. This shows that the Learning provided by the teacher has not been able to be absorbed by the students classically. Students who have not met the KKTP are 13 students, including KAS, AS, FA, K, BW, CA, FAM, IR, MA, QA, RI, VR, and D. The obstacles experienced in the first Cycle include students not being severe during the learning process and students not daring to ask questions about material that is poorly understood, resulting in low vocabulary mastery. Therefore, the researcher considers continuing to implement the results from the first Cycle and taking steps to overcome these obstacles so that they do not occur again in the next Cycle.

Cycle II

Cycle II will be held on Monday, 26 February 2024. The implementation will still be carried out using the same material. Based on the reflection results, implementing classroom actions in Cycle I using the media of KAKI SI KOKA showed less-than-optimal vocabulary acquisition results. Hence, the researcher continued to cycle II. Cycle II has the same stages as the previous: planning, implementing, observing, and reflecting.

The increase in the percentage of student learning completeness can be presented in the percentage table below.

Table 2. Results of the Evaluation Test Cycle II

KKTP	Number of Students	Percentage	Classification
≥75	27	81,81%	Complete
<75	6	18,19%	Incomplete
Average		79	
Classic Gear		81,81%	
Completeness Criteria		Good	

From the table above, it can be seen that the percentage of student completion has increased; namely, 27 students or 81.81%, achieved completeness, while those who are still below KKTP only have six students, or 18.19% left, namely AS, K, BW, IR, QA, and D. This shows that the vocabulary learning process with the application of KAKI SI KOKA media can increase students' vocabulary mastery. The results of vocabulary acquisition showed that students could answer assessment questions successfully. The resulting test data shows that 81.81% of students have completed classical student learning. Based on this information, the Cycle can be stopped, and no further improvements are needed. The table below shows the increase in vocabulary mastery.

Table 3. Recapitulation of Students' Vocabulary Mastery Results

Not	Activities	Number of Students		Percentage	
		Complete	Not Finished	Complete	Not Finished
1	Pre-Cycle	13	20	39,39%	60,61%
2	Cycle I	20	13	60,61%	39,39%
3	Cycle II	27	6	81,81%	18,19%

Based on the table above, students' learning results in mastering Vocabulary with the media of KAKI SI KOKA in Cycles I and II have improved. The data obtained in the first Cycle obtained the % of students with vocabulary mastery of 60.61% with less completeness qualifications. In the second Cycle, there was an increase compared to the first Cycle, with students in vocabulary mastery by 81.81% with good completeness qualifications. The results of students' vocabulary mastery using the KAKI SI KOKA media have experienced a significant increase, namely an increase from pre-cycle to cycle I by 22%, then cycle I to cycle II increased by 21% so that the acquisition of learning completeness in Cycle II reached the specified success indicator of 75%. This statement shows increased vocabulary mastery results from the pre-cycle to the second Cycle.

Discussion

Based on the results of Class IV researchers of SDN 4 Karangrowo using the media of KAKI SI KOKA, the acquisition of students' Vocabulary was increased, primarily after two meetings were held in Cycle I and II, respectively. Assessment of learning outcomes of students' vocabulary mastery in this study with an evaluation test at the end of the Cycle. The results of the daily test of the initial Vocabulary showed that the average score of the students was 65. The learning activities had not yet applied learning media to help teaching activities in the classroom, so the Learning carried out was still not optimal. At the same time, after implementing the KAKI SI KOKA media-assisted teams games tournament model, the average score increased to 70 and again to 79.

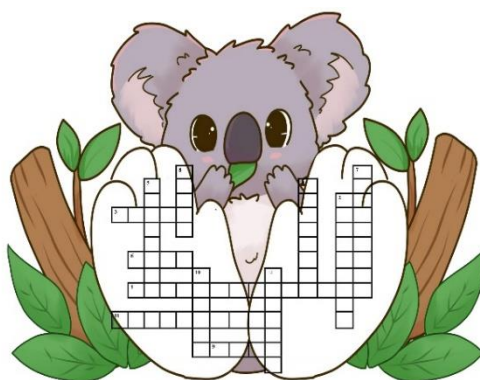


Figure 2. Media KAKI SI KOKA (Vocabulary Crossword Puzzle)

The introduction of crossword puzzles can increase students' activeness. Crossword puzzle games are not just games; they also include elements of education, cognitive development, and social skills that benefit players. The increase in student activity is caused by the use of crossword puzzle games that are different from the use of games in general. It can attract students' attention by asking them to use crossword puzzles in groups with images of koala animals as a background. This activity is intended to allow interaction between individuals in groups during the game. In addition, this activity also allows researchers to observe students' behaviour when solving crossword puzzles and interacting with peers. According to Haryono (Mulfiani & Ismet, 2020), The advantages of crossword puzzles include: (1) Can encourage children to understand simple Vocabulary. (2) There is an element of play that makes children have fun so that learning activities are varied. (3) The exciting thing about this game is that there are tasks that children are interested in, so they can understand many vocabularies.

The results of the study, especially in the Learning of Indonesian Language, vocabulary material show that the use of vocabulary crossword puzzle media (KAKI SI KOKA) can increase the activeness of students during classroom learning. This is to the (Santosa & Nurhayatin, 2023) Learning outcomes of students using the Cooperative learning model *Tournament Team Type Games*. Based on Puzzle media, students learn actively and

interpret their learning results, while in conventional classrooms, students receive more information than they search and interpret their learning results.

Several students still cannot pay attention to learning correctly in the first Cycle of Learning. This is by [Ardawati \(2021\)](#). In carrying out the first Cycle of a group, it can be seen that there is still a noisy situation at the time of the formation of the group until the discussion process. In the second Cycle, students become more severe in Learning, although at the beginning of the first Cycle, they do not pay much attention to This Cycle, and students pay attention to learning well. This is by [Wahyuni & Sulfasyah \(2019\)](#) student learning in mastery of Indonesian Language vocabulary when compared to the application of the model or comparison method, namely the teacher only uses the direct assignment method without being accompanied by direction and delivery of specific goals in learning activities. It is also supported by [Karuniawati & Budiarti \(2023\)](#). Crossword puzzle learning media can increase mastery of Indonesian Language vocabulary so that teaching and learning activities in schools that involve active students, such as the purpose of the independent curriculum, namely students are required to be active, teachers and students are also welcome to choose what kind of learning they think is practical and fun.

Learning activities are acquiring new knowledge, skills, and understandings through various methods and experiences. These activities include reading, listening, discussing, practising, or conducting experiments to improve understanding and skills in various fields. According to [Nakhlah et al \(2023\)](#), student activity is student behaviour that shows a desire to know more deeply about something being done. The learning process increases student activity and creativity through various interactions and learning experiences. According to [Rohandini et al \(2022\)](#), The activity not only contains reading and writing skills but also requires critical thinking skills in assessing science in print, visual, digital and auditory forms, which are expected to develop students' cognitive, affective and psychomotor aspects. This is by [Zaeni et al \(2017\)](#) statement. When students' motivation to learn increases, their learning activity also increases.

The improvements made by the researcher from the first Cycle have increased each student indicator. The action taken by the researcher in Cycle II is to change large groups into small groups. This is done so that students can more easily understand and carry out student learning activities according to their wishes. These results align with [Prasetyawati \(2022\)](#), who stated that the quality of cooperation and confidence of students in Cycle II was much better than in Cycle I. Some students gave testimonials that it turned out that they learned to use game models that are fun and not boring. In line with research by [Ulfiyah & Wahyuningsih \(2023\)](#), the behaviour obtained from the application of crossword puzzle (TTS) game media, namely, students have a spirit of Learning. Students are enthusiastic and severe in understanding and obtaining information from the material provided. The research conducted by the researcher not only uses models but also uses media in its implementation. The medium used is the crossword puzzle media. The media used in this study is also appropriate for the research of [Wahyuni et al \(2019\)](#). With crossword puzzles, Learning is encouraged, and the students are encouraged to be energized in learning the

language and see what has been learned. Other research is an opinion (Izzah, 2022). Learning using crossword puzzle media makes learning more active and fun.

D. Conclusion

Based on the results of the class action research that has been carried out on grade IV students of SDN 4 Karangrowo, there is an increase in vocabulary mastery by using the media of KAKI SI KOKA and meeting the success indicators that have been determined. The improvement of classical learning completeness has met the indicators of the success of learning outcomes and processes, which is $\geq 75\%$. In the pre-cycle of classical completeness, with a percentage of 39.39%, then there was an increase in the first Cycle of 60.61% and a significant increase in the second Cycle, with a percentage of 81.81%.

The conclusion implies that learning the Indonesian Language by applying the Teams Games Tournament model can increase the vocabulary mastery of grade IV students of SD 4 Karangrowo. In Learning, teachers must apply methods and media properly and correctly. Applying KAKI SI KOKA learning media makes students more active and creative in Learning. This impacts students' language skills, not only through teaching by teachers but also through students' behaviour in Learning through the media of crossword puzzles to provide an overview of the extent to which independence and achievement in learning Indonesian can be improved.

This research motivates teachers to apply a learning model based on the characteristics of students in the classroom and to determine the extent to which students have understood the material being taught. This will increase students' learning outcomes, activeness, and confidence and ensure that learning outcomes are expected to be achieved optimally. Students in Learning should pay close attention to what the teacher conveys, improve their Learning, and actively follow the learning process.

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