THE APPLICATION OF PROBLEM-BASED LEARNING MODEL ASSISTED BY PUZZLES TO IMPROVE THE BEGINNING READING SKILLS OF GRADE II STUDENTS OF SDN 27 BANDA ACEH

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| **ABSTRACT** | *Reading is one of the important skills in the learning process. In this study, the lack of early reading skills is the main problem raised. The purpose of this study was to analyze teacher activities, student activities, and improvement of students' beginning reading skills through the use of problem base learning models supported by puzzle media. This research is included in the type of Classroom Action Research (CAR) which was carried out in two cycles, with the research subject being class II students of SDN 27 Banda Aceh totaling 20 people. Data collection was carried out using instruments in the form of observation sheets and tests, while the data was analyzed using the percentage formula based on predetermined success criteria.The results showed that teacher activity in cycle I reached 88% in the good category, in cycle II it increased to 94% in the very good category, student activity in cycle I was recorded at 976,25% in the good category, increasing to 93,75% in cycle II in the very good category, In addition, students' beginning reading skills also increased, from 50% in the incomplete category in cycle I, to 100.% in the complete category in cycle II..* |
| **Keywords** | ***Beginning Reading Skills, Puzzle Media, Problem Based Learning*** |

1. Introduction

One way to gain knowledge is through reading so that readers must understand the contents of the reading text read (Yosep et al.2021). to get the information needed, namely by reading, but not just reading words, phrases, sentences, paragraphs and even books but understanding the meaning of the content of the reading both in the form of numbers, letters, images, and senses so that it can form an understanding of a reading text In SD/MI, reading skills are divided into two types, namely low grade reading skills and high grade reading skills. Low grade reading skills commonly referred to as beginning reading include grades I, II, III and high grade reading skills commonly referred to as reading comprehension include IV, V, VI (Yunus, 2010). Reading is an activity that involves both physical and mental aspects simultaneously. From the physical side, reading involves eye movements and visual acuity to recognize and understand the text. Meanwhile, from the mental side, reading requires the ability to remember and understand information obtained from reading materials. The combination of these two aspects makes reading a complex and comprehensive activity (Mulyono,2010).

Reading skills are a fundamental need that must be met to support lifelong learning. Therefore, reading skills need to be trained from an early age to build a strong foundation. Beginning reading is the initial stage in learning to read which focuses on recognizing symbols or signs associated with letters. This stage is an important foundation so that children can continue to more complex reading levels. By understanding and recognizing letters, children will be better prepared to develop higher reading skills in the future (Darwadi,2002).

Beginning reading skills need to be guided and trained intensively so that students can have correct pronunciation and intonation. This is an important foundation to help students develop in

higher grades. By mastering beginning reading, students are expected to be able to recognize letters, pronounce words and simple sentences clearly, and use the right intonation. This skill is not only a basic asset for Indonesian language learning, but also supports understanding in other subjects.

Early reading learning usually starts in the early grades in elementary school. However, the reality in the field shows that many students are less interested in reading, mainly because their age is more inclined to play activities. Students' focus and attention on reading activities is often low, so the number of students who enjoy reading without encouragement from teachers or parents is very limited. This suggests that there needs to be a more creative approach to arouse students' interest in reading.

More worryingly, there are students in the upper grades of primary school who still cannot read fluently. This condition makes it difficult for them to understand lessons, especially in Indonesian language subjects that require the ability to read and understand texts. Therefore, it is not enough for reading to be done mechanically, but it must also involve understanding the content of the reading material. Efforts to improve this early reading ability should be a major concern in the educational process at the primary level.

Based on observations and interviews with the second grade teacher of SDN 27 Banda Aceh, it was found that some students have low reading skills due to various factors. One of the factors is the habit of students who still spell long words due to limitations in recognizing the shape and sound of letters. Students seemed to have difficulty in connecting letters into words so reading was done with stammering. When asked to read simple sentences in front of the class, students take a long time to recognize the shape, name, and sound of the letters in the sentence, indicating that their beginning reading skills are not optimal.

In addition, limitations in the use of learning methods and media also affect students' motivation in learning to read. Teachers only use the blackboard as a learning medium. This causes students to be less active and tend to get bored during the learning process, especially during reading sessions. To overcome this problem, a more innovative approach is needed such as using a problem-based learning model supported by puzzle media. The use of the right model and media is expected to improve students' reading skills while making the learning process more interesting and interactive.

2. Research Methods

This research uses the type of Classroom Action Research (CAR), which is a research approach conducted by teachers in their own classroom environment. In PTK, teachers design, implement, and reflect on actions that are carried out collaboratively and participatively. The purpose of this research is to improve learning practices while improving the quality of teacher performance so that it can have a positive impact on improving student learning outcomes. This research was conducted in June 2024 at SDN 27 Banda Aceh. the subject of this research is 20 grade II students with the object of research on improving students' beginning reading skills, which will be observed, and documented, and the data will be processed with descriptive percentages which will be given to explain quantitative or quantitative data through descriptions. In the application of this class action research method, it was carried out in two cycles.

Each cycle consists of 4 action steps, namely planning (Planning), action, observation, and reflection. which will be described in Figure 1 below (Iskandar&narsim, 2015)
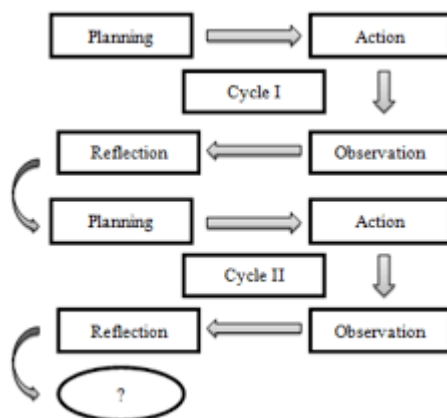
Figure 1. flow of classroom action research

Based on Figure 1 above, the procedures of class action research include:

1. planning, In the planning stage, researchers observed the second grade of SDN 27 Banda Aceh and found students' difficulties in reading. To overcome this, researchers designed a learning design with a Problem-Based Learning (PBL) model using puzzle media, as well as making student worksheets and evaluation tools such as observation sheets and reading test questions. The researcher also appointed observers to monitor the learning process as planned.

2. action, At this stage, researchers carry out the first cycle of learning according to the lesson plan and give tests to measure students' reading skills. If there is no improvement, the next cycle will be continued. During the process, the researcher was assisted by an observer to observe teacher and student activities.

3. observation, At this stage, observations were made to collect information about the learning process implemented by the teacher as planned. The classroom teacher observed students' attitudes, responses, and behaviors during the use of puzzle media. Observations recorded deficiencies in the implementation of teacher actions for improvement in the next cycle (suharsimi, et al.2017). The observation sheet is used to assess teacher and student activities, with the aim of evaluating the effectiveness of learning based on the Problem-Based Learning model.

4. reflection, Reflection is the process of evaluating the overall implementation of the learning design by examining the data that has been collected, to determine the results and improve the actions in the next cycle (suharsimi, et al.2017). Reflection is carried out after the action is completed to assess the progress achieved and identify shortcomings that need to be corrected in the next cycle. Researchers record input from observers for improvement, so that reflection serves to evaluate the success or failure of the actions that have been implemented.

As for the indicators to be achieved by using this class action research is to improve the skills of beginning reading through the problem base learning model assisted by puzzles. students who are the subject of research can be categorized as successful if the students' beginning reading skills reach the minimum completeness criteria (MCC) >70 at least 75% of the total participants.

3. Result

in research activities, carried out with two cycles, and in this study succeeded in proving that the use of the problem base learning model assisted by puzzles can significantly improve the initial reading skills of grade II students. as for the data obtained shows a further increase from the first cycle to the second cycle, which indicates that there is effectiveness

from the application of the problem base learning model assisted by puzzles in learning activities. the increase in students' initial reading skills can be seen in cycle II and has increased compared to cycle I. can be seen in Figure 4.
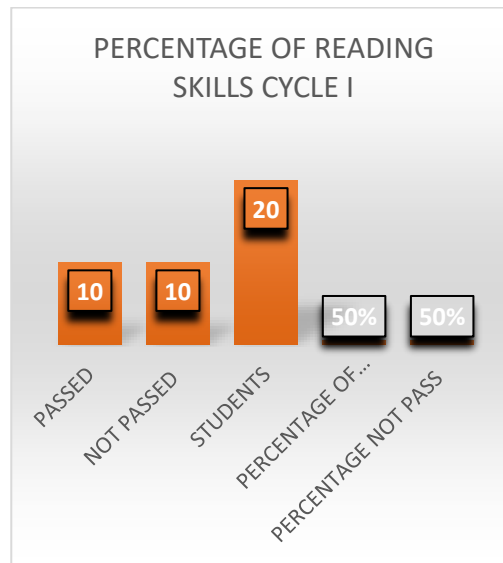

figure 2. percentage of reading skills cycle I

from figure 2 above it can be seen that in cycle one of 20 students there were 10 students who did not pass with the value of beginning reading skills achieved less than the minimum completeness criteria (MCC) of 70, so that 50% of students were still unable to complete the minimum completeness criteria (MCC). As for the things that make students not reach the minimum completeness criteria, namely new students adjusting to new models and media so that students are a little confused in using the media. because in cycle I 50% of students have not reached the minimum completeness criteria, it is continued in cycle II to see the improvement. As for the percentage of completeness of beginning reading skills in cycle II can be seen in Figure 3 below.
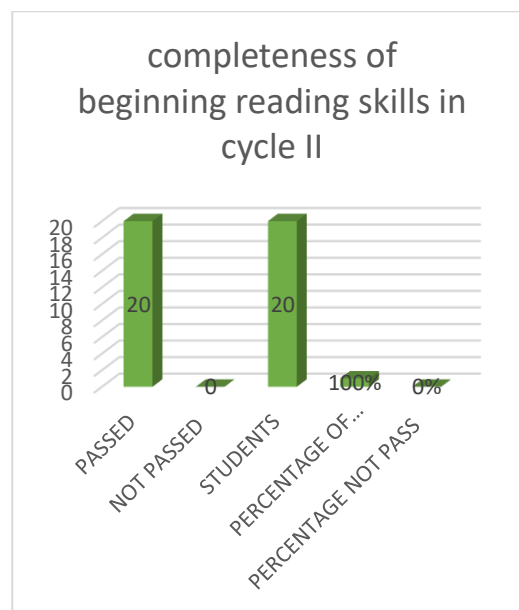

figure 3. percentage of reading skills cycle II

In the second cycle, students' beginning reading skills increased specifically from 20 students, all students were able to achieve more than the minimum completeness criteria so that in the second cycle it could be said that 100% of students were complete. For more details on the percentage of completeness in cycles one and two can be seen in Figure 3 below:
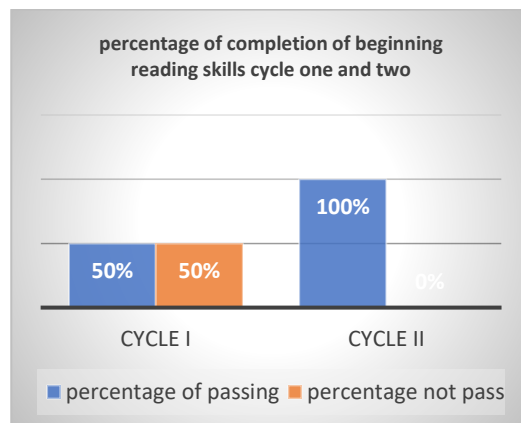

figure 4. percentage of completion of beginning reading skills cycle one and two

In the picture shown, it can be seen that in the first cycle, there were 50% of learners who had not reached the minimum completion criteria, which means there were 10 learners who did not pass. Meanwhile, the other 50%, also 10 learners, managed to reach the minimum completion criteria.

Moving on to the second cycle, there was a significant improvement. All 20 learners managed to reach the minimum completion score, which means 100% of learners were complete in the skills tested. Thus, there were no learners who did not complete, which is 0%. This achievement shows a remarkable improvement in learners' learning outcomes from the first cycle to the second cycle. so that the presentation of students' completeness in beginning reading skills from cycle one to cycle two increased by 50%. The improvement of students' skills in beginning reading is supported by the results of the following student activities:
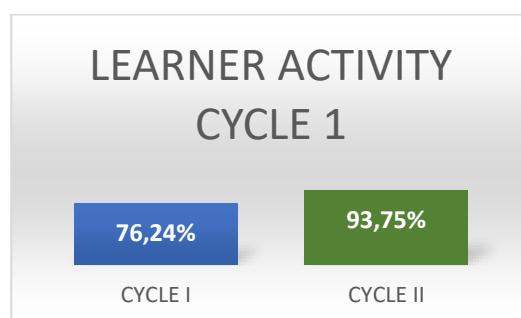

figure 5. learner activity data

From the picture above, it can be seen that the activity of students in cycle 1 amounted to 76.24 which is included in the good category and experienced a significant increase to 93.75% which is included in the very good category, from this data it can be concluded that the activity of students experienced a positive increase of 17.51%.

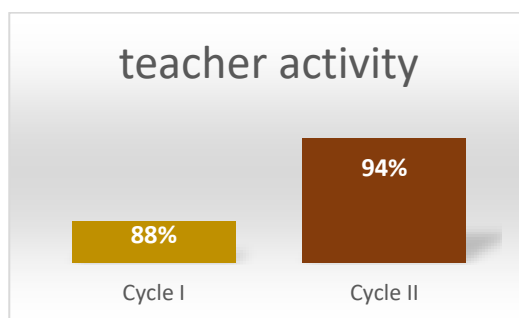Furthermore, the teacher activity data can be seen in Figure 5 below:

Figure 6. Teacher activity

From this figure it can be seen that in cycle one the activity was 88% including in the very good category and increased in the second cycle to 94% including in the very good category so that the increase from cycle one to cycle 2 was 6%.

4. Discussion

This study aims to improve the beginning reading skills of grade II students at SDN 27 Banda Aceh. To support the learning process, a Problem Based Learning (PBL) model combined with puzzle media as a tool was used. This study used the Classroom Action Research (CAR) method which consists of four main stages, namely planning, action, observation, and reflection.

This study involved 20 students as samples. The initial stage began with a discussion with the second grade homeroom teacher at SDN 27 Banda Aceh and the field assistant teacher. This discussion aims to harmonize the learning design that will be applied with the needs of students and research objectives. In the discussion, a lesson plan was developed which included the use of puzzle media to attract students' interest and facilitate the learning process of beginning reading in an active and fun way.

Each stage of the research, from planning to reflection, was carried out systematically to ensure that the learning process was effective and the results were in line with the objectives, namely improving students' reading skills.

In order for the research to run smoothly, researchers also prepared various instruments that would be used during the research process. These instruments include observation sheets to record student activities, observation sheets to monitor teacher activities, lesson plans that have been adapted to the Problem Based Learning model, puzzle media as learning aids, and assessment sheets to measure students' beginning reading skills.

In addition to preparing instruments, researchers also discussed with the homeroom teacher II and the field assistant teacher to determine the right time to conduct the research. This was done to ensure that the research activities did not interfere with the existing learning schedule, while allowing students and teachers to be optimally involved during the research process.

Figure 7. puzzle making process

The next stage is to implement the learning design that has been prepared. This implementation consists of three main parts, namely introductory activities, core activities, and closing activities. In the introductory activity, the teacher starts the learning by greeting students, creating a pleasant atmosphere, and providing motivation to learn. The teacher also explained the learning objectives and made apperception to link the material to be learned with previous experience or knowledge. Furthermore, in the core activities, the teacher applies the Problem Based Learning model using puzzle media to help students improve their beginning reading skills. Students are invited to work actively, both individually and in groups, to solve the tasks or problems given through puzzle media, with guidance and direction from the teacher so that all students can be optimally involved. At the end of the lesson, in the closing activity, the teacher and students reflect on the activities that have been carried out. Students are given the opportunity to convey their learning experiences, things they have learned, and what they like about the learning. The teacher then provides feedback, reinforcement, and conveys the next learning plan. These stages are carried out in a structured manner so that learning can run effectively and achieve the goals that have been set.

The third stage is observation, which aims to see and record student activities and teacher activities during the learning process. This observation was carried out by the researchers themselves, assisted by peers and homeroom teachers, to ensure that the data obtained was more accurate and objective.

In the first cycle, student activities went quite smoothly, although there were still some obstacles. This is because students need time to adapt to the Problem Based Learning model and the newly introduced puzzle media. Therefore, the teacher gave some additional emphasis to help students adjust and understand the learning flow.

However, in the second cycle, both student and teacher activities ran very smoothly. Students looked more confident and actively participated, as they were already familiar with the learning model and media used. Teachers are also more skillful in managing learning, so that the classroom atmosphere becomes more conducive and learning objectives can be achieved well. This observation provides a clear picture of the development of the learning process from cycle to cycle.

The last stage is the reflection stage carried out at this stage, namely evaluating the results of the implementation from the beginning to the end which aims to improve or improve, where the results of the reflection are used as material for improvement for the next cycle based on observations in cycle 1 there were 10 students who passed and 10 students who were not complete as for the obstacles in students who were not complete, namely: (1) not recognizing certain letters, (2) not being able to connect word by word, (3)

students lacked concentration in paying attention to hurf san word sambugan, so that from the reflection the researchers took the following actions: (1) accompanying students who do not recognize some letters, (2) using words that they usually use in their daily lives, (3) training concentration with ice breking and more inteactive puzzzle media assistance, so that the skills of bringing the beginning of students have increased by 50% from the first cycle only 50% incomplete to 100% complete.

5. **Conclusion**

By using the problem base learning model, students' beginning reading skills increased in cycle II to 100% where previously in cycle 1 only 50% of students reached the minimum completion criteria, in cycle 1 learner activities, namely 76.24% (good category) to 93.75% (very good category). as for teacher activities also increased which in the first cycle was 88% and increased in the second cycle to 94%. So the use of problem-based learning models assisted by puzzles is very effective for improving students' beginning reading skills.

The researcher provides several suggestions for future improvements. (1) for educators, it is expected to continue to create creative learning innovations so that students' learning experiences are more meaningful. This innovation can involve interactive media, new methods, or approaches that are relevant to students' needs. (2) for students, it is expected to be more active in learning activities and always seek additional information from various sources to broaden their horizons. (3) for future researchers, it is recommended to prepare the research concept carefully and anticipate various possibilities that may occur during the research, so that the process runs more smoothly and the results are optimal. This advice is given to support more effective and inspiring learning in the future

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