

## DEVELOPMENT OF CROSSWORD PUZZLE MEDIA TO IMPROVE INDONESIAN LITERACY SKILLS OF GRADE II STUDENTS

Dewi Chairunnisa Siregar<sup>1a\*</sup>, Faridah<sup>2b</sup>

<sup>12</sup>Fakultas Ilmu Tarbiyah dan Keguruan, Universitas Islam Negeri Sumatera Utara, Jl. William Iskandar Ps. V, Medan Estate, Kec. Percut Sei Tuan, Kab. Deli Serdang, Sumatera Utara, 20371

<sup>a</sup>E-mail: [dewi0306221013@uinsu.ac.id](mailto:dewi0306221013@uinsu.ac.id)

<sup>b</sup>E-mail: [faridahyafizham@uinsu.ac.id](mailto:faridahyafizham@uinsu.ac.id)

(\*) Corresponding Author

[dewi0306221013@uinsu.ac.id](mailto:dewi0306221013@uinsu.ac.id)

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### ABSTRACT

This study aims to develop a Crossword Puzzle learning medium that is feasible, practical, and effective in improving the Indonesian language literacy skills of second-grade students in the topic of recognizing experiences. The method used was Research and Development (R&D) with the ADDIE model, which includes the stages of Analysis, Design, Development, Implementation, and Evaluation. The study subjects were 20 second-grade B students at MIN 9 Medan City. Data collection techniques included observation, documentation, questionnaires, expert validation, and pretests and posttests. Data analysis was conducted using a Likert scale, feasibility percentage, and the N-Gain test to measure learning outcomes. The results showed that the developed Crossword Puzzle media achieved an average validation score of 84.58%, categorized as very valid and very practical. The validation results included the media aspect (93.75%), and the material and language aspects (80% each). The trial results showed an increase in students' literacy skills, indicated by an increase in the average score from 66.21 in the pretest to 86.36 in the posttest. Furthermore, the N-Gain analysis result of 0.59 is within the moderate criteria, indicating a significant improvement. Student and teacher responses to the use of the media also showed very positive results, with increased levels of activity and interest in learning. In conclusion, the Crossword Puzzle media developed has proven to be feasible, practical, and quite effective in improving the Indonesian language literacy skills of second-grade students and can be used as an alternative, innovative and enjoyable learning medium.

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### INTRODUCTION

Indonesian language literacy skills are a basic competency that is very important for students to master since basic education as the main skill that is applicable in facing the challenges of the 21st century digital disruption and transformation era (Gyta Sari Harahap et al., 2022). Literacy plays an important role in supporting the success of students in following the entire learning process because almost all subjects require the ability to read, understand and express information orally and in writing (Ananda et al., 2025). According to UNESCO, literacy is the ability to identify, understand, interpret, create and communicate information in various contexts (Dewi, 2024). And as

knowledge develops, it shows that literacy is no longer limited to the ability to read and write mechanically, but includes a deep understanding of meaning as well as the ability to think, speak and listen comprehensively (Indah Lestari & Indah Kusumawati, 2025). Therefore, literacy problems, especially reading and writing in elementary school students, need serious attention because literacy that has not been developed optimally will affect students' ability to learn, communicate and construct knowledge independently.

In the context of basic education, Indonesian literacy is the main basis for the development of students' academic abilities at the next level (Ifrida et al., 2023). Students who have good literacy skills tend to understand the learning material more easily, are able to follow instructions appropriately and have confidence in expressing opinions (Holisah, 2022). Correspondingly, literacy in elementary school serves as the foundation of lifelong learning (Lifelong Learning) So that strengthening literacy from the lower class is a need that cannot be ignored (Nur Ika Trisnawati et al., 2025).

The importance of literacy is also reflected in national education policies, especially through the School Literacy Movement (GLS) launched by the Ministry of Education and Culture (Sapri et al., 2022). This movement aims to foster a culture of literacy in the school environment through reading, writing and critical thinking activities in an ongoing manner (Dawa & Sunarto, 2019). However, in its implementation, strengthening literacy in the lower class still faces various obstacles, both in terms of learning strategies, the availability of media and the characteristics of the students themselves.

Literacy in Indonesia still faces quite serious challenges. Data Programme for International Student Assessment (PISA) and the National Assessment of the Ministry of Education and Culture show that the literacy achievement of Indonesian students is still lower than the achievement of other countries (Salsabila et al., 2025). These findings indicate that efforts to strengthen literacy, especially at the basic education level, need to be improved, both through strategies, models and learning media that are more innovative and in accordance with the characteristics of students.

In general, the literacy skills of grade II elementary school students are currently still facing various challenges, especially in the ability to read, write, master vocabulary and understand the meaning of words which require a learning approach that is in accordance with their developmental characteristics (Ambarsari et al., 2025). This is in line with elementary school grade II students who are at the stage of concrete operational development, as stated by Piaget (Rahmaniar et al., 2022). At this stage, students are easier to understand the concept of learning if it is presented through direct experience, visuals and concrete activities because their logical thinking skills begin to develop and at this stage, language plays a role as the main foundation that helps students digest learning while supporting their literacy development (Rizky Wandini et al., 2020). Learning that relies solely on verbal explanations and textbooks tends to be less effective for low-grade students because they are not fully in line with their cognitive developmental characteristics (Wahidin, 2025). As a result, students often experience difficulties in understanding the material, especially those related to literacy skills in the Indonesian language. One of the factors that affect students' low literacy skills is the use of learning media that is less varied (Esa Putri & Rayhan Pradana, 2024). Indonesian language learning is still largely dominated by lecture methods and the use of package books as the main source of learning (Gustiana et al., 2025). In line with this explanation, according to Arsyad (Magdalena et al., 2021) Learning media has an important role in increasing learning effectiveness because it is able to clarify messages, increase student attention and reduce verbalism. The use of appropriate and interesting learning media can improve interaction and the quality of student learning outcomes so that it can prevent boredom, maintain learning motivation and encourage changes in student behavior in a more positive direction (Ammara Jauza & Albina, 2025). For this reason, teachers must be creative in choosing and developing learning media that suits the needs and characteristics of students so that the learning process becomes more meaningful (Harpeni Dewantara et al., 2020).

Teachers as learning facilitators are required to be able to create innovative, creative and fun learning (Nursakinah et al., 2025). One way that can be done is to apply learning media in the learning process and with learning media it can also be easier to achieve learning goals (Febi Putri Tanjung & Anas, 2023). Learning media is one of the means or intermediaries used to support the learning process (Yusra & Salminawati, 2024). The use of learning media that is in accordance with the characteristics of students can help create a conducive and meaningful learning atmosphere (Mardatillah et al., 2023). According to Miarso (Indriyani, 2019), learning media functions as a tool that

can stimulate students' thoughts, feelings, attention and willingness to learn so as to encourage a more effective learning process. One approach that is considered effective in low-grade learning is game-based learning. Game-based learning is able to integrate the element of fun with learning objectives so that students learn without feeling burdened (Nur Abdullah & Halima Tussadia, 2025). According to Prensky (Indah Wati et al., 2023), educational games can increase students' motivation to learn, concentration and active involvement in the learning process. This is very relevant to the characteristics of second-grade students whose world still likes play activities.

Media Crossword Puzzle is a form of game-based learning media that can be used to support Indonesian literacy learning (Nurkholidah Rambe & Tiara Putri, 2023). Crossword Puzzles present learning activities that require students to read instructions, understand the meaning of words and write down answers precisely (Nur Izzah, 2022). According to Tarigan (Fitriani, 2018), vocabulary mastery is an important aspect in the development of language skills because vocabulary is the basis for reading, writing, listening and speaking skills. Media use Crossword Puzzle in learning Indonesian can help students enrich vocabulary gradually and contextually (Zulfa Nabilah et al., 2024). Through instructions tailored to the student's level of development, Crossword Puzzle can train reading skills. In addition, the filling activity Crossword Puzzle It also trains students' critical thinking skills and accuracy in writing words with correct spelling so as to contribute to improving initial writing skills.

Pedagogically, the media Crossword Puzzle also has the advantage of improving students' cognitive activity (Fauziah Leksono et al., 2025). Students are encouraged to think, reason and remember the vocabulary they have learned before. According to Sudjana and Rivai (Irmawan Jauhari, 2018), learning media that actively involves students' mental activities will have a positive impact on learning outcomes. Thus, the use of Crossword Puzzle It not only functions as an evaluation tool but also as a means of meaningful learning.

A number of studies show that the use of media Crossword Puzzle able to improve students' literacy skills, especially at the elementary school level. One of the studies conducted at SD Negeri Pulogebang 11 proved that after testing the effectiveness of learning media Crossword Puzzle, the average test score of students reaches 90 with the lowest score being 75 and the most frequently obtained score is 95. These results confirm that learning media Crossword Puzzle effective in improving Indonesian vocabulary mastery in elementary school students (Ramadhania & Yamin, 2022). Research at SD Inpres Hartaco Indah also showed an increase in students' vocabulary mastery. In cycle I, the average score of students reached 65.64 which was included in the "adequate" category, then increased significantly in cycle II to 85.16 in the "good" category. The findings prove that the use of media Crossword Puzzle effective in improving Indonesian vocabulary mastery in elementary school students (Windy Sari et al., 2025). Then, the research conducted by (Nur Izzah, 2022) at SDN Putatgede Kendal also showed an increase in student learning completeness. At the stage posttest, the number of students who achieved completeness was 14 people with a percentage of 70%, while in pretest only 5 students or 25% were declared complete. These results show that the use of Crossword Puzzle media is more effective than learning without the use of the media.

In this study, the author has conducted initial observations and interviews with classroom teachers on January 27, 2026, with the result that the Indonesian literacy ability of grade II students, especially class II B MIN 9 Medan City is quite good in general but there are still several significant obstacles in the learning process. The most often experienced difficulties by students are in the reading aspect so that it has an impact on students' inability to master vocabulary and write words according to the correct spelling. In addition, students' interest and activeness while participating in Indonesian language learning in the classroom is still relatively low. This condition is caused by the use of learning methods that tend to be lectures and the limited use of learning media, where teachers often rely on reading books as the only source of learning. As a result, learning becomes less interesting and is not fully able to actively involve students in the learning process.

Based on the description of the existing problems and the results of previous research, the development of Crossword Puzzle media for learning Indonesian language in grade II is important. This media is expected to help students practice their literacy skills in reading, writing words according to the correct spelling gradually and thinking critically through fun learning. In addition, Crossword Puzzles are able to increase students' interest and activeness because they are packaged in the form of games so that students are more actively involved in the learning process. Through the use of this media, it is hoped that the Indonesian language literacy skills of students in grade II B MIN 9

Medan City can be improved, especially in the aspects of reading, writing and critical thinking. Therefore, this study developed a Crossword Puzzle media that is equipped with pictures, clues that are in accordance with the ability level of grade II students, letter cards used as answer media that will be pasted on the Crossword Puzzle box as well as visuals that are interesting and in accordance with the world of elementary school students.

Thus, this research is focused on the development of Crossword Puzzle media to improve the Indonesian literacy skills of grade II students. This research aims to develop a practical and effective Crossword Puzzle media to be used in learning Indonesian. The results of this research are expected to make a theoretical contribution to the development of literacy learning media and practical contributions for teachers in improving the quality of Indonesian language learning in low grades.

## METHODS

This study uses Research and Development (R&D) as a research method. According to Sugiyono (Kustantina & Rusmiyati, 2025) research and development or Research and Development is a method that aims to produce a product as well as test its effectiveness. Thus, R&D is directed to the process of designing new products and evaluating the usefulness of the product. The research design used is ADDIE which includes the following stages: Analysis, Design, Development, Implementation and Evaluation (Indah Kusumawati et al., 2025). These five stages are a reference for researchers in developing learning media by involving media experts, material experts and grade II students. The data collection techniques used include observation, documentation, questionnaires, expert validation instruments and tests prepared during the research process. The observation made is direct observation during the learning process. Documentation is carried out as evidence in the research process. The questionnaires given are in the form of student response questionnaires and teacher assessment questionnaires on the developed learning media and the validation instruments used are media expert validation sheets, materials and questions. A test is basically a measuring tool used to assess or test an ability (Susilawati, 2018). In this study, the form of test applied was the description test (essay test). The research was carried out at MIN 9 Medan City with 20 research subjects of grade II.

The data analyzed in this study was collected through observation activities carried out in an unstructured manner with homeroom teachers. In addition, instruments in the form of validation sheets were handed over to media experts, material experts and question experts to provide assessments and input on the developed media. This assessment process was strengthened by the responses of teachers and students of grade II MIN 9 Medan City obtained through filling out questionnaires related to the media studied. Other supporting data were obtained from the results of pretest and posttest analysis carried out before and after the use of Crossword Puzzle media in the learning process. The data analysis technique used a likert scale with five alternative answers, namely: scores of 1 to 5 listed on the validation sheet with the assessment criteria: (1) Very Poor, (2) Poor, (3) Adequate, (4) Good and (5) Very Good. Furthermore, the level of feasibility of using Crossword Puzzle media is determined based on the results of calculations using the feasibility percentage formula, as follows:

$$P = \frac{\sum Xi}{\sum X} \times 100\%$$

Description:

P = percentage

$\sum Xi$  = the number of scores obtained from validators

$\sum X$  = total ideal score

The percentage of analysis results obtained serves as a basis for interpreting the quality of the Crossword Puzzle media that has been developed. The data is the main reference in determining the level of feasibility of media, both in terms of validity and practicality of its use in learning activities. The determination of the decision refers to the assessment criteria, which are as follows:

**Table 1.** Validity and Practicality Percentage Criteria

Score (%)	Criteria	Qualifications
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81-100	Very valid	Very practical
61-80	Valid	Practical
41-60	Quite valid	Quite practical
21-40	Invalid	Less practical
0-20	Invalid	Impractical

Analysis of student learning outcomes before and after learning is carried out by applying calculations N-Gain. This calculation aims to measure the level of improvement in learning outcomes so that the effectiveness of media use in supporting the learning process as a whole can be assessed (Ramadhani et al., 2025).

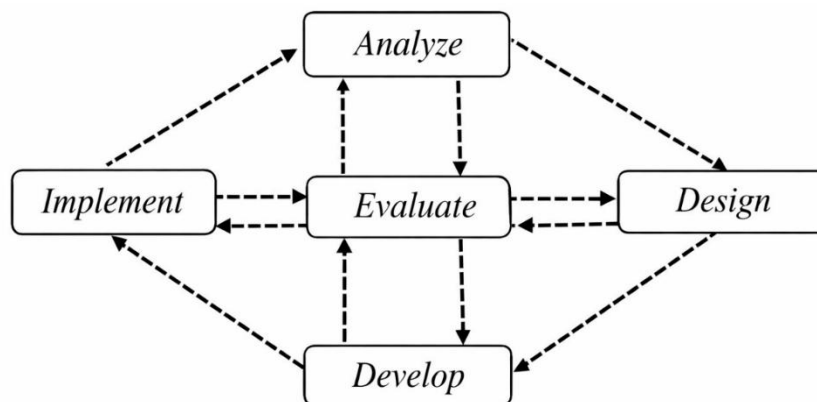
$$N - Gain = \frac{\text{skor posttes} - \text{skor pretest}}{\text{skor maksimal (100)} - \text{skor pretest}}$$

**Table 2.** N-Gain Criteria

N-Gain Value	Criteria
$0.70 < g < 1.00$	Height
$0.30 < g < 0.70$	Medium
$0.0 < g < 0.30$	Low
$g = 0.00$	There is no improvement
$-1.00 \leq g < 0.00$	There is a decline

This study applies the ADDIE model as a framework in the development of Crossword Puzzle learning media in grade II students. The development process is carried out through five stages, namely: Analysis, Design, Development, Implementation and Evaluation stages. The selection of the ADDIE model is based on the consideration that this model is systematic and appropriate to produce learning media that meets the eligibility criteria and supports learning effectiveness. The stages in the ADDIE model as explained by Sugiyono can be described as follows:

**Figure 1.** ADDIE Model Stages



Source: Journal Articles (Mutia et al., 2025)

The ADDIE model describes the stages that must be carried out systematically, namely: the first stage is analysis, which is carried out by observing the initial learning conditions in grade II students of MIN 9 Medan City. At this stage, the researcher also examines learning needs and problems through interviews with homeroom teachers.

The next stage is design by planning the development of Crossword Puzzle media, including designing the initial design of the media and determining the learning materials to be loaded. Then, the development stage is carried out by realizing the design that has been prepared into a media product that is ready to be tested for students. After the media is declared feasible by the validator, the implementation stage is carried out by applying learning media in teaching and learning activities. Then, the last stage is an evaluation that aims to improve the product through improvements based on input, criticism and suggestions from media experts and material experts.

## RESULTS AND DISCUSSION

### RESULTS

The results of this study describe the stages in the product development process in the form of Crossword Puzzle media in the know-how material for class II at MIN 9 Medan City. In this section, the data obtained from the media development process using the ADDIE model is explained and analyzed. The stages of product development in the form of Crossword Puzzle media are explained, as follows:

#### Analysis

The analysis stage of this research aims to find out the various elements that are the basis for making Crossword Puzzle media. At this stage, the researcher conducted observations to see the initial learning conditions in grade II students of MIN 9 Medan City. The researcher also examined learning needs and problems through interviews with homeroom teachers. Through observations and interviews with homeroom teachers, it shows that the results of Indonesian literacy skills of grade II students, especially class II B MIN 9 Medan City are quite good in general but there are still some significant obstacles in the learning process. The most often experienced difficulties by students are in the reading aspect so that it has an impact on students' inability to master vocabulary and write words according to the correct spelling.

In addition, students' interest and activeness while participating in Indonesian language learning in the classroom is still relatively low. This condition is caused by the use of learning methods that tend to be lectures and the limited use of learning media, where teachers often rely on reading books as the only source of learning. As a result, learning becomes less interesting and is not fully able to actively involve students in the learning process. Therefore, there is a need for learning media that can make students not feel bored and active in learning. This is in line with the opinion of Oemar Hamalik (Yuliana, 2021) that the use of learning media in the teaching and learning process can arouse new desires and interests, arouse motivation and stimulation of learning activities and even bring psychological influences to students.

#### Design

After the analysis process, the next stage is: the design stage (Fadia Rachma et al., 2023). The design stage in this study aims to compile the design/planning of media development Crossword Puzzle, including designing the initial design of the media and determining the learning materials to be loaded. The statement is in accordance with (Abadi Slamet, 2022) which states that the design stage in the development model is a stage that focuses on the preparation of initial plans and designs of the product before entering the production or further development stage. At this stage, the researcher designs all the necessary needs in the development of the media Crossword Puzzle. The needs needed are: magnetic whiteboard, magnets, sticker paper, cardboard, pictures, learning videos, markers and HVS paper. After determining what components are needed in the production of media, the researcher begins to design the initial design of the media Crossword Puzzle. Then, the researcher also determines the material to be used in media development, namely: "getting to know experience" and starting to look for references that are relevant to the material to know experience and the form of media design that will be used at the development stage later.

#### Development

Stages Development or the development stage is the stage when the product is made (Waruwu, 2024). At this stage, the researcher begins to create or develop media Crossword Puzzle according to the pre-determined plan. In the process of developing media Crossword Puzzle, takes 10 days to complete. As for the first, the researcher made a magnetic whiteboard with tools and materials, namely: plywood, wallpaper white, zinc plate, bolts, goat glue and some other tools. Second, the researcher made an alphabet using used cardboard, sticker paper and magnets, then all

of these things were individually shaped into a square with a size of 4 x 4 cm for each letter. In this case, the researcher did not write each letter directly but printed it using a printer and sticker paper to make it easier in the manufacturing process. Third, the researcher made a Crossword Puzzle box using permanent markers on a magnetic board that had been made according to the design design of the question in the previous stage. Not to forget, the researcher also added several pictures that match the Crossword Puzzle answers to make it easier for students to determine the appropriate answer on each horizontal or descending square. The researcher did this because students tended to answer more easily when looking at visuals directly even though they were only through pictures. The statement is also in line with the opinion according to (Afriana & Mulyawati, 2023) which states that the use of visuals can also help students more easily remember learning materials well. And the end of the media work process Crossword Puzzle namely: the researcher makes horizontal and descending question instructions in A4-sized HVS paper.

Once the Crossword Puzzle media is completed, the researcher asks for validation from material experts, media experts, and linguists for the Crossword Puzzle media that has been created. The validation of materials, media and language is carried out by providing validation questionnaires to validators. For media validation, the researcher asked Mrs. Andina Halimsyah Rambe, who is a PGMI lecturer at the State Islamic University of North Sumatra Medan. Media validation was carried out precisely on Thursday, March 5, 2026 with revisions, namely: thickening each line on the Crossword Puzzle box, enlarging and increasing the color of each picture which is one of the students' instructions in answering the question and thickening the writing of the Crossword Puzzle title. That way, the results of the media validation that has been carried out get a score of 93.75% and the conclusion of the media validation that the Crossword Puzzle media to improve the Indonesian literacy skills of grade II students is declared worthy of field trials with revisions according to suggestions.

Then for the validation of the material and language, the researcher asked Mrs. Tri Indah Kusumawati who is also a PGMI lecturer at the State Islamic University of North Sumatra Medan. Language validation was carried out on Tuesday, March 3, 2026 and material validation was carried out on Friday, March 6, 2026. In the validation of materials and language, it is different from the validation of media that gets revisions. Gratefully, the researcher did not get any revisions at all in the validation process. That way, the researcher gets the results of the material validation with a score of 80% and language validation with a score of 80%. Thus, the conclusion of the two validations is: validation of material and language that Crossword Puzzle media to improve the Indonesian literacy skills of grade II students is declared worthy of field trials without revision.

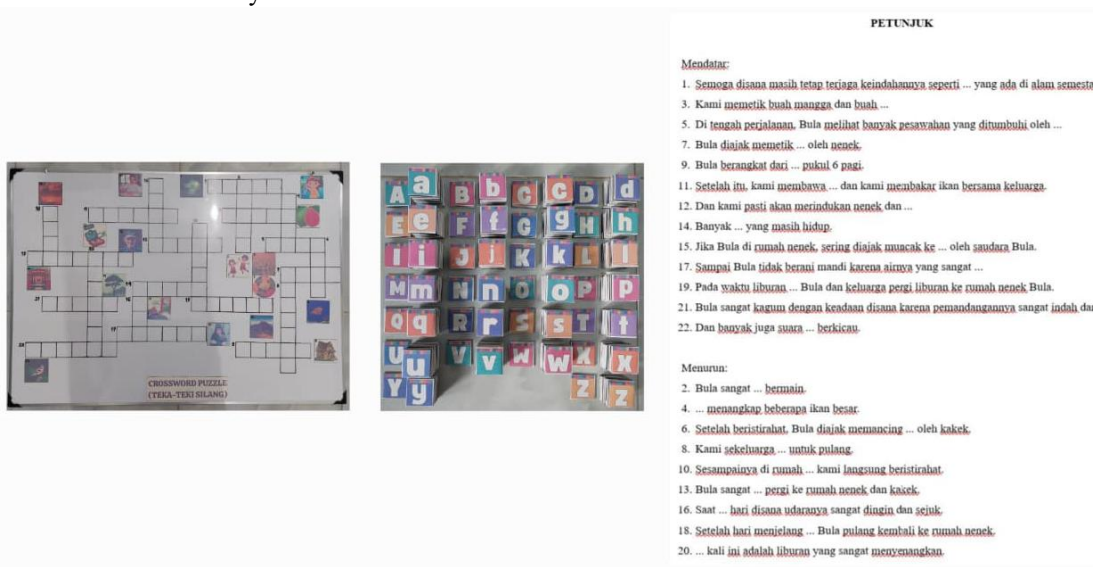


Figure 2. Media Crossword Puzzle

### Implementation

The implementation stage is the stage of applying media that has been developed into the actual learning environment (Siregar & Rhamayanti, 2025). At this stage, the researcher applied it directly to grade II B students at MIN 9 Medan City. The implementation process aims to see and find out the extent of student participation and effectiveness in the use of media Crossword Puzzle to improve the Indonesian literacy ability of grade II students, especially on the material of knowing experience. In the implementation of the media trial Crossword Puzzle, not only directly practiced in the learning process, but through several stages, namely: At the first meeting, the researcher conducts pretest first to see the extent of students' literacy skills, especially in the material of getting to know experience. From the results of the pretest, it can be seen that the 20 students who were the subjects in the study were still somewhat lacking in their literacy skills. Then at the second meeting, the researcher began to conduct learning using the media Crossword Puzzle with the material to know experience. In the third meeting, the researcher gave LKPD to students to see their knowledge of the material to know the experience of learning that had been carried out using the media Crossword Puzzle. And at the fourth meeting, the researcher gave posttest to students to see if there is any progress after learning using media Crossword Puzzle. From the results posttest It was found that 20 students who were subjects in the study had an improvement in their literacy skills.

Every learning process at that time, all students seemed very enthusiastic in living it. They even said "mom, I want to go further, I want to answer the question" and several other sentences that show how enthusiastic they are about learning using the media Crossword Puzzle. Of course, in looking at whether the media is effective or not Crossword Puzzle to improve the Indonesian literacy skills of grade II students not only by looking at the expressions and sentences they utter. Here, the researcher also uses a student response questionnaire as a tool to see student participation during learning using media Crossword Puzzle. As for this, it is in the same direction according to the opinion (Budi et al., 2021) that the provision of student response questionnaires has the purpose of measuring the extent to which students feel satisfied and accept the media or learning methods used. The provision of student response questionnaires was carried out during the last research meeting, as well as the provision of teacher response questionnaires. In both forms of questionnaires, namely: student and teacher response questionnaires, both show that the use of media Crossword Puzzle provide a very positive response, very active participation and a pleasant experience for students. Thus, it shows that the media Crossword Puzzle effective to improve the Indonesian literacy skills of grade II students and increase students' interest in learning Indonesian which is also one of the reasons for the creation of the media Crossword Puzzle this. This is in line with research (Ramadhania & Yamin, 2022) that get the results that the learning media Crossword Puzzle effective in improving the mastery of Indonesian vocabulary in elementary school students.

### Evaluation

The last stage in the ADDIE model is the evaluation stage (Anafi et al., 2021). At this evaluation stage, the goal is to assess the progress and effectiveness of learning media development (Kaniawati et al., 2023). The results of the evaluation serve as feedback for the researcher (Mas'adi et al., 2025). This evaluation takes references from pretest and posttest to the development of tested learning media. The results of the pretest and posttest, as follows:

**Table 3.** Pretest and Posttest Results

Students	Pretest	Posttest
B1	48,4	87,5
B2	67,1	76,5
B3	50	78,1
B4	50	78,1
B5	62,5	81,2

B6	65,6	85,9
B7	70,3	85,9
B8	70,3	89
B9	51,5	89
B10	71,8	85,9
B11	71,8	85,9
B12	40,6	84,3
B13	57,8	84,3
B14	85,9	89
B15	79,6	93,7
B16	79,6	89
B17	70,3	90,6
B18	81,2	96,8
B19	73,4	82,8
B20	76,5	93,7
<b>Average</b>	<b>66,21</b>	<b>86,36</b>

In addition, this evaluation process also considers the responses of students and teachers through questionnaires to evaluate the practicability of the Crossword Puzzle media that has been developed. At this stage, the Crossword Puzzle media that has been implemented in class II B MIN 9 Medan City shows that there is an improvement in the literacy skills of grade II students in Indonesian subjects by using Crossword Puzzle media. In other words, Crossword Puzzle media is effective in improving the Indonesian language literacy skills of grade II students of MIN 9 Medan City. The following is the N-Gain calculation used to further evaluate the magnitude of the increase so that the effectiveness of the use of media in supporting the overall learning process can be assessed:

**Table 4.** N-Gain Analysis

Students	Pretest	Posttest	N-Gain	Criteria
B1	48,4	87,5	0,75	Height
B2	67,1	76,5	0,28	Low
B3	50	78,1	0,56	Medium
B4	50	78,1	0,56	Medium
B5	62,5	81,2	0,49	Medium
B6	65,6	85,9	0,59	Medium
B7	70,3	85,9	0,52	Medium
B8	70,3	89	0,62	Medium
B9	51,5	89	0,77	Height
B10	71,8	85,9	0,5	Low

B11	71,8	85,9	0,5	Low
B12	40,6	84,3	0,73	Height
B13	57,8	84,3	0,62	Medium
B14	85,9	89	0,21	Low
B15	79,6	93,7	0,69	Medium
B16	79,6	89	0,46	Medium
B17	70,3	90,6	0,68	Medium
B18	81,2	96,8	0,82	Height
B19	73,4	82,8	0,35	Medium
B20	76,5	93,7	0,73	Height
<b>Average</b>	<b>66,21</b>	<b>86,36</b>	<b>0,59</b>	<b>Medium</b>

Based on the table of analysis results N-Gain The above shows that the average increase in students' literacy ability is in the "moderate" criterion with a score of 0.59. This indicates that the use of media Crossword Puzzle provide a significant improvement in student learning outcomes, which is also in line with the research by (Windy Sari et al., 2025).

## DISCUSSION

Based on the results of the research, the validation that has been carried out by experts obtained a media validation score of 93.75%, material validation of 80% and language validation of 80%. Furthermore, to determine the overall feasibility level, an average calculation of the three aspects was carried out so that a score of 84.58% was obtained. Based on the criteria of percentage validity and practicality, the value is in the range of 81–100% which is included in the categories of "very valid" and "very practical". Thus, the Crossword Puzzle learning media developed is stated to be very feasible to be used in the learning process. Furthermore, the results of the trial with the subjects of 20 students of class II B MIN 9 Medan City also stated an increase. This is shown by the average score of the pretest of 66.21 and the posttest of 86.36. So that it can be stated that the development of Crossword Puzzle media can improve the Indonesian language literacy ability of grade II students of MIN 9 Medan City with a "medium" criterion in the N-Gain calculation.

If you look back at the N-Gain analysis table in more detail, there are some students who have obtained an increase in the high criteria, most of them in the medium criteria and some others in the low criteria. However, overall these results show that the media developed is effective in improving the Indonesian literacy skills of grade II students because it is able to provide positive changes from the initial condition (pretest) to the final condition (posttest). That way, Crossword Puzzle media can be declared quite effective and suitable to be used as an alternative learning media to support the improvement of student literacy.

Crossword Puzzle media can improve the literacy skills of grade II students because it is designed in accordance with the characteristics of children's development who are still in the concrete operational stage so that learning becomes more meaningful and easy to understand. The use of magnets in pasting answers encourages active involvement of students physically and mentally thereby increasing focus and memory of the vocabulary learned. In addition, the existence of pictures as a tool makes it easier for students to understand the meaning of words because it provides a visual stimulus that connects words and real objects so as to strengthen reading skills and enrich vocabulary. The use of bright colors also plays a role in attracting attention and increasing students' motivation to learn so that the learning atmosphere becomes more fun and not boring. Thus, the combination of interactive, visual and aesthetic elements in this media is able to help students recognize letters, read, understand and write words correctly which can ultimately improve the literacy skills of grade II students.

## CONCLUSION

The research "Development of Crossword Puzzle Media to Improve the Indonesian Language Literacy Ability of Grade II Students" at MIN 9 Medan City can be concluded that the Crossword Puzzle media developed with the ADDIE model is stated to be very feasible, practical and effective to be used in learning Indonesian language in grade II students. This is shown from the validation results of media, material and language experts who obtained an average score of 84.58% with the categories of "very valid" and "very practical". In addition, the results of the trial showed an increase in students' literacy skills which was marked by an increase in the average score from the pretest of 66.21 to 86.36 in the posttest. The results of the N-Gain analysis of 0.59 which are in the "medium" criterion also strengthen that this media is able to provide a significant increase in students' literacy skills. The use of Crossword Puzzle media that combines elements of games, visuals and interactive activities has been proven to be able to increase students' interest, activeness and understanding in reading, writing, mastering vocabulary and critical thinking. Thus, Crossword Puzzle media can be used as an alternative learning media that is effective in improving the Indonesian literacy skills of grade II students, especially in the material of knowing experience.

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