IMPROVED LEARNING RESULTS OF SOCIAL STUDIES OF ECONOMIC ACTIVITY MATTER THROUGH CROSSWORD PUZZLE TYPE OF ACTIVE LEARNING STRATEGY IN FOURTH GRADE STUDENTS
(Classroom Action Research in State Elementary School Lagoa 11 North Jakarta)
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ABSTRACT

This classroom action research aimed to improve learning results of social studies of economic activity matter through crossword puzzle type of active learning strategy in fourth grade students. Subjects in this research were fourth grade students of State Elementary School Lagoa 11 North Jakarta, numbered 31 students. The classroom action research model used was the Kemmis and Mc Taggart models. Each cycle in this classroom action research consisted of planning, action, observation, and reflection. The results of the research showed that in first cycle the percentage of learning results of social studies in cognitive domain reached 58.06% with details of 18 students from total 31 students got value ≥ 70, then in second cycle increased to 87,10% with detail 27 students from total 31 students got value ≥ 70. The percentage of learning results of social studies in affective domain in the first cycle reached 67.74% and increased to 96.77% in second cycle. Meanwhile, in the first cycle, learning results of social studies in psychomotor domain got percentage of 77.42%, then in the second cycle reached 100%. In the first cycle, the result of teacher action monitoring obtained percentage of 77.50%, then increased to 96.25% in the second cycle. In the first cycle, the result of student action monitoring obtained percentage of 73.75% and in the second cycle increased to 93.75%. The implication of this research was that crossword puzzle type of active learning strategy could improve learning results of social studies in cognitive, affective, and psychomotor domains.

Keywords: Learning Result, Social Studies, Crossword Puzzle Type of Active Learning Strategy