

Improving Student Learning Outcomes Through the Active Knowledge Sharing Method Aided by Crossword Media

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Abstract

This study aims to determine the increase in student learning outcomes through the Active Knowledge Sharing method, assisted by crossword puzzles in economics class XII-IPS2 SMAN 3 LANGGAM. This research is a type of Classroom Action Research (CAR). The research subjects were 24 students of class XII-IPS2 SMAN 3 LANGGAM. The data collection is done through documentation and tests. The data analysis technique was performed using the parametric statistical method, namely the Paired Sample T-Test T-Test analysis technique. The results showed that: 1) The value of tcount in the calculation of the Pre-Test value to the Post-Test value of Cycle I was -6.086 with Sig. (2-tailed) 0.000. Because the value of Sig. (2-tailed) is $0.000 < 0.05$, this indicates that there is a significant difference between the Pre-Test value and the Post-Test value of Cycle I. 2) The tcount in calculating the Pre-Test value to the Post-Test value of Cycle II is -9.853 with sig (2 tailed) 0.000. Because the value of Sig. (2-tailed) of $0.000 < 0.05$, this indicates that there is a significant difference between the Pre-Test value and the Post-Test value of Cycle II. This means that there is an increase in student learning outcomes through the Active Knowledge Sharing method, assisted by crossword puzzles in economics class XII IPS2 SMAN 3 LANGGAM.

Keywords: Active Knowledge Sharing Method, Crossword Puzzle Media, Learning Outcomes



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INTRODUCTION

The Economics subject in class XII-IPS is a numerical lesson that is more dominant in calculations or known as accounting lessons. The discussion material for class XII-IPS economics is no longer about theory, like the learning material studied in class X and class XI. Accounting material requires high concentration, because this material is closely related to one another. When students cannot understand the initial material, it will be difficult to understand the next material, and so on. Naturally, it has become the rights and obligations of all students to obtain learning support facilities, or channel their hobbies in the hope of reducing learning boredom. On the other hand, it is also the right and obligation for all teachers to provide learning innovations and continue to provide assessments according to predetermined indicators. With learning innovations carried out by the teacher at each meeting which is adjusted to the material and does not forget to involve students in the learning process. It is not impossible that students will focus their attention on the teacher and slowly they will find it easier to understand the accounting material being discussed. This can have a good influence on the learning outcomes of each student. In the national education system, the learning outcomes achieved by students refer to learning outcomes according to the bloom classification, including 3 domains, namely (Yani, 2017):

1. The cognitive domain, this domain is a learning outcome that can be seen from the changes that occur in behavior as a result of the knowledge it has.

2. The affective domain, this domain is a learning outcome that can be seen from the changes that occur in students' attitudes after participating in the learning process. Changes in student attitudes include five levels, including acceptance, participation, assessment, organization and internalization.
3. The psychomotor domain, this domain is a learning outcome that can be seen from the changes that occur in motor skills as a result of coordination between nerves and growth.

According to (Rahma & Effendy, 2016) states that learning outcomes are achievements that are obtained by each student from the learning process they follow. The achievements that students get can be seen from changes in behavior that tend to settle in the cognitive, affective and psychomotor domains when participating in the learning process within a certain period of time. This was also conveyed by Firdaus in (Marlina, Caska, & Mahdum, 2017), that learning outcomes are patterns of behavior, values, notions, attitudes, and appreciation as a form of learning outcomes. Student learning outcomes are evidenced by the grades or numbers from the teacher's evaluation results.

In this case, a method of knowledge management is needed to achieve an effective learning process by creating collaboration between students in sharing knowledge with each other. The management is carried out to exist knowledge in the form of collaboration so that it is not only stored in one individual, but can be transferred to other individuals through interaction relationships in the form of knowledge sharing. This is in accordance with socio-cultural theory as social construction as a mechanism for the learning process from Vygotsky in 1978 that individuals learn through social interaction and sharing ideas and experiences (Asfar, 2021).

One method that can be applied by teachers to increase student enthusiasm in learning is an active learning method of the Active Knowledge Sharing type assisted by the use of Crossword Puzzle media. In accordance with Zaini's opinion, 2008 in (Ananda, 2020) explains that the Active Knowledge Sharing method is a learning strategy that can bring students to be ready to learn quickly on learning material. This method is used to see the level of student ability in addition to forming teamwork. The form of learning with this method is in stages, where each student is given questions that they must work on themselves first. Anggraini, 2021 states that the notion of Active Knowledge Sharing or exchange of knowledge is an active learning method that is used to enhance student learning activities. Active Knowledge Sharing begins by asking questions that are tailored to the subject matter and getting responses from each student regarding the material. According to Ariasa, et al 2014, the Active Knowledge Sharing method has several advantages, namely:

1. Collaboration does not only involve students mentally but also physically;
2. Providing social effects of active learning through the Active Knowledge Sharing method;
3. There is motivation for students to interact directly which can help improve achievement.

According to Ariasa, et al 2014, the deficiencies in the Active Knowledge Sharing method are:

1. Students are difficult to condition except for discussions that they like and are good at;
2. Student knowledge is still minimal so that the sharing process sometimes runs passively;
and
3. Requires careful preparation for students for material that students do not know at all.

According to (Husen, 2017) the steps of the Active Knowledge Sharing Strategy are as follows:

1. Prepare a list of questions related to the subject matter to be taught. These questions can be in the form of: definitions or terms, teacher's choice questions regarding facts or concepts, identifying a person, completing sentences, and so on.
2. Ask students to answer various questions as well as possible.
3. Invite students around the room, looking for other students who can answer questions that students don't know how to answer (encouraging students to help each other).
4. Ask students to return to their seats and review their answers.
5. Fill in the answers that have not been answered by students.
6. Use the information as a way to introduce important topics in the subject.

Learning media has a very important role in increasing student motivation in the learning process. Because with the media, the learning process will be more conducive, feedback will occur, and of course the subject matter will look more attractive so as to encourage students to love science. Proper use of instructional media can help with student learning difficulties, personality formation, motivation in learning and others (Lestari, Gimin, & Mujiono, 2022). According to Mustofa (2017) states that the Crossword Puzzle media is a game of filling in empty white boxes. This game is used with the aim of honing students' thinking skills in remembering and concentrating on subject matter. This Crossword Puzzle game is in the form of empty white boxes consisting of two lines, namely vertical and horizontal. The empty boxes will be filled in according to the questions that have been provided. Anisa'rahmi in (Lubis, Sri Irawati, & Karina Kasrina, 2020) states that the Crossword Puzzle media is a puzzle game, in other words, a crossword puzzle. This media is in the form of horizontal and descending columns which have horizontal and descending questions which later the answers to these questions will be filled in according to the empty boxes that have been provided.

The above opinion is reinforced by research conducted by Agatha Saputri & Sukirno, in 2016 with the title "Application of Active Knowledge Sharing Methods Aided by Media Crosswords to Improve Learning Activities". The results of the research put forward by Agatha Saputri & Sukirno contain an increase in all indicators of Student Learning Activity from Cycle I by 67.08% increasing to 83.92% in Cycle II and strengthening increasing to 86% in Cycle III. Based on the diary data, it shows positive changes in students' attitudes towards the application of the Active Knowledge Sharing Method. The difference between Agatha Saputri & Sukirno's research and that of the researchers is that the research put forward by Agatha Saputri & Sukirno only discusses learning activities in mathematics and natural sciences subjects and tests them using descriptive data analysis techniques with percentages, while the research that the writer will examine is increasing learning outcomes in economics subjects and is tested using data analysis techniques, namely the T-test.

Learning outcomes from the cognitive domain in class XII-IPS2 SAMN 3 LANGGAM students for the 2022/2023 Academic Year, there were 8 students out of 24 students who had not achieved learning mastery. The Minimum Completeness Criteria (KKM) that has been set by the education unit is 70 (Permendikbud No. 23 of 2016). This happens because it is difficult for students to understand economic material whose material focuses on accounting calculations, students tend to be passive in participating in the learning process and they pay less attention to the teacher when explaining because in this learning process only one-way communication occurs, the teacher only explains material monotonously without inviting students to play in the learning process, as well as the use of learning media which is very rarely used by subject teachers, such as projectors. Only young teachers use projectors more often as a support tool in learning. This indicates a problem in the learning process. Facing the problem of learning outcomes that are still low, it is necessary to improve the learning process.

In this case, a method of knowledge management is needed to achieve an effective learning process by creating collaboration between students in sharing knowledge with each other. The management is carried out to exist knowledge in the form of collaboration so that it is not only stored in one individual, but can be transferred to other individuals through interaction relationships in the form of knowledge sharing. One method that can be applied by teachers to increase student enthusiasm in learning is an active learning method of the Active Knowledge Sharing type assisted by the use of Crossword Puzzle media. By looking at the various obstacles previously described, the researcher was finally interested in conducting research to see how far the learning outcomes of students of SMAN 3 LANGGAM class XII-IPS2 raised the research title "Improvement of Student Learning Outcomes Through the Active Knowledge Sharing Method, Assisted by Media Crosswords in Economics Class XII-IPS2 SMAN 3 LANGGAM". The purpose of this study was to determine the increase in student learning outcomes through the Active Knowledge Sharing method, assisted by crossword puzzles in economics class XII-IPS2 SMAN 3 LANGGAM.

RESEARCH METHODS

The type of research used in this research is Classroom Action Research. The research was carried out in two cycles, where each cycle consisted of four stages, namely planning, acting, observing and reflecting. Clearly, these steps can be described as follows (Syahza, 2016).

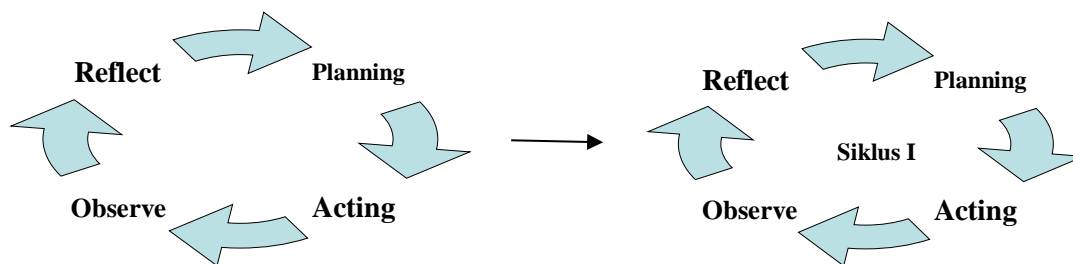


Figure 1. Class Action Research Cycle (CAR)
 (Kemmis & Teggart in Suyadi, 2012)

This research was conducted at SMAN 3 LANGGAM which is located at Jl. School No. 01 RT. 04 RW. 02 Desa Segati Kec. Langgam Kab. Pelalawan Prov. Riau. While the implementation time in this study is in the even semester of the 2022/2023 academic year. The subjects in this study were 24 students of class XII IPS-2 at SMAN 3 LANGGAM. Data processing in this study was carried out using parametric statistical methods, namely the Paired Sample t-Test t-test analysis technique. Based on the basic theory put forward by Nuryadi, 2017, that the paired t-test is a hypothesis testing method where the data used is not independent (paired). The Paired Sample t-Test formula is:

$$t_{hit} = \frac{D}{\frac{SD}{\sqrt{n}}}$$

$$SD = \sqrt{\text{var}}$$

$$\text{var} (s^2) = \frac{1}{n-1} \sum_{i=1}^n (x_i - x)^2$$

Information:

t : calculated t value

- D : the average difference in measurements 1 and 2
SD : standard deviation of the difference in measurements 1 and 2
n : number of samples

After the data related to the learning outcomes of economics subjects are processed, then the data will then be presented in tabular form along with an explanation of each table so that it is easy to understand. Conclusions are drawn with the aim of answering the formulation of the problem that has been mentioned in the introduction. Thus the need for interpretation of the test results.

RESEARCH RESULTS AND DISCUSSION

This research was conducted on class XII IPS2 SMAN 3 LANGGAM even semester students of the 2022/2023 school year by applying the Active Knowledge Sharing method, assisted by Crossword Puzzle media. This research took place over 4 meetings, from 9 January 2023 to 25 January 2023.

Learning Outcomes Before Applying the Active Knowledge Sharing Method, Assisted by Media Crosswords

The odd semester test score is used as the result of the Pre Test score because in the test score there are 8 students whose learning outcomes are still below the KKM. To see the data on the results of the initial test (Pre Test) can be seen in the following table.

Table 1. Pre Test Result Data

No	Data	Information
1	Number of Completed Students	16 Students
2	Number of Unfinished Students	8 Students
Total Student		24 Students

Source: Value List of SMAN 3 LANGGAM

Based on the table above, it can be seen that the results of the Pre Test showed that the learning outcomes of 24 students were only 16 students who passed while 8 students who had not completed. If it is in accordance with the KKM that has been set at SMAN 3 LANGGAM that students are said to be successful in learning if they get a minimum learning value of 70. Therefore, it can be concluded that student learning mastery in the Pre-Test has not been achieved.

Learning Outcomes After Applying the Active Knowledge Sharing Method, Assisted by Media Crosswords

1. Learning Cycle I

a. Planning

At this planning stage, the researcher plans actions to be taken to overcome the problems experienced by students regarding the low student learning outcomes in economics subjects, the material for the Preparation of the Accounting Cycle in Trading Companies. The action that will be carried out by researchers is to apply the Active Knowledge Sharing method, assisted by Crossword Puzzle Media. The following is the action plan that will be carried out by the researcher:

- 1) The teacher determines the research class for class XII IPS2 SMAN 3 LANGGAM for the 2022/2023 academic year.
- 2) The teacher determines the subject matter to be presented, namely about the Compilation of the Accounting Cycle at a Trading Company.

- 3) The teacher creates a learning scenario by preparing a Learning Implementation Plan (RPP).
- 4) The teacher makes a schematic in advance for the arrangement of answers in the crossword puzzle box.
- 5) The teacher sorts the questions according to the answers that have been arranged in the Crossword puzzle box starting from the smallest to the biggest order.
- 6) The teacher makes a crossword question sheet in a horizontal and descending form.
- 7) The teacher prepares a list of questions related to the learning material being taught.
- 8) The teacher prepares learning tools that support the implementation of the learning process, such as student textbooks.
- 9) The teacher makes a test instrument in the form of an objective test, namely multiple choice for Cycle I (Post-Test Questions)
- 10) The teacher divides students into 6 groups with 4 students in each group out of a total of 24 students.
- 11) The teacher distributes questions in the form of a crossword puzzle addressed to each group.
- 12) The teacher asks students to answer the questions as well as possible. By asking questions to students, students will try to express their ideas.
- 13) The teacher asks one of the students from each group to spread out in the room, looking for students from other groups who can answer questions that they cannot answer or are unsure of the answers to. In this activity the teacher emphasizes students to share their knowledge actively
- 14) The teacher asks them to return to their original group and present the results of their respective group work.
- 15) The teacher and students discuss the answers they get and conclude the subject matter.
- 16) The teacher evaluates in writing as the final activity of learning.

b. Action

Researchers carry out action learning activities based on the Learning Implementation Plan (RPP) that had previously been planned. This action was carried out on Wednesday 18 January 2023 in 1 meeting with an allotted time of 2 x 45 minutes. Learning activities carried out at this meeting namely:

- 1) Initial Activity
 - a) The teacher opens the lesson by greeting, praying and taking attendance.
 - b) The teacher conditions the class so that it is not noisy and quiet to create a conducive learning.
 - c) The teacher asks students' news and apperceptions by asking several questions to students.
 - d) The teacher conveys the purpose of studying the material to be studied so that students can apply it in everyday life.
 - e) The teacher explores student knowledge by asking students.
 - f) The teacher explains about the Active Knowledge Sharing method with the help of crosswords, so that students can understand and understand the steps of the method that will be used in the learning process.
 - g) The teacher explains the subject matter to be studied.
- 2) Core Activities
 - a) Students are given motivation and guidance to see, observe, read and write back related to the material for the Preparation of the Accounting Cycle in Trading Companies.

- b) The teacher provides the opportunity to identify as many things as possible that have not been understood, starting from factual questions to hypothetical questions. This question must still be related to the material for the Preparation of the Accounting Cycle in a Trading Company.
 - c) The teacher divides students into 6 groups with 4 students from a total of 24 students in each group to discuss, collect information, present again, and exchange information. In this group division, the teacher gives freedom to students to determine their own group mates.
 - d) The teacher distributes questions in the form of a crossword puzzle addressed to each group. Questions are tailored to the material to be taught.
 - e) The teacher asks students to answer the questions as well as possible. By asking questions to students, students will try to express their ideas.
 - f) The teacher asks one of the students from each group to spread out in the room, looking for students from other groups who can answer questions that they cannot answer or are unsure of the answers. In this activity the teacher emphasizes students to share their knowledge actively, but not directly giving answers, but by providing an explanation in advance regarding the question.
 - g) The teacher asks them to return to their original group and present the results of their respective group work.
 - h) The teacher and students discuss the answers they get and conclude the subject matter.
 - i) The teacher evaluates in writing as the final activity of learning.
 - j) The teacher gives Post-Test Cycle I questions in the form of objective questions to students.
- 3) Closing
- a) Students are given the opportunity to ask questions that have not been understood.
 - b) The teacher gives an explanation of the questions submitted by students.
 - c) Students are asked to reflect on the learning process related to the mastery of the material, methods and learning media used.
 - d) The teacher concludes the material that has been studied, then closes the lesson by greeting.

c. Observation

In this observation activity aims to find out how the results of student learning after following the learning process. To see the Post-Test result data in Cycle I can be seen in the following table.

Table 2. Data of Cycle I Post-Test Results

No	Data	Information
1	Number of Completed Students	20 Students
2	Number of Unfinished Students	4 Students
Total Students		24 Students

Source: Research Results at SMAN 3 LANGGAM, 2023

From the table above it can be seen from the 24 students in Cycle I (Post-Test) who completed 20 students and 4 students who did not complete. When compared with the learning outcomes on the Pre-Test questions before the Active Knowledge Sharing method was implemented, there was an increase in the number of students whose learning outcomes exceeded the KKM. Thus it is necessary to carry out further research, namely Cycle II to determine the increase in student learning outcomes.

d. Reflection

At this reflection stage, the researcher evaluates the activities carried out in Cycle I. The researcher recalls what were the weaknesses or deficiencies that occurred in Cycle I. With this reflection activity, the researcher will find solutions to improve learning activities in Cycle II. The results of the reflection that has been done are as follows:

- 1) The teacher is expected to provide an overview regarding the implementation of the Active Knowledge Sharing method so that students understand better in its implementation.
- 2) Teachers are expected to be able to master class conditions so that students can focus on applying the Active Knowledge Sharing method.
- 3) Teachers are expected to be able to modify the application of the Active Knowledge Sharing method.
- 4) The teacher tries to re-apply the Active Knowledge Sharing method to see an increase in student learning outcomes in Cycle II.

2. Learning Cycle II

a. Planning

At this planning stage, the researcher plans actions to be taken to overcome the problems experienced by students regarding the low student learning outcomes in economics subjects, the material for the Preparation of the Accounting Cycle in Trading Companies. The action that will be carried out by researchers is to apply the Active Knowledge Sharing method, assisted by Crossword Puzzle Media. The following is the action plan that will be carried out by the researcher:

- 1) The teacher determines the research class for class XII IPS2 SMAN 3 LANGGAM for the 2022/2023 academic year.
- 2) The teacher determines the subject matter to be presented, namely about the Compilation of the Accounting Cycle at a Trading Company.
- 3) The teacher creates a learning scenario by preparing a Learning Implementation Plan (RPP).
- 4) The teacher makes a schematic in advance for the arrangement of answers in the crossword puzzle box.
- 5) The teacher sorts the questions according to the answers that have been arranged in the Crossword puzzle box starting from the smallest to the biggest order.
- 6) The teacher makes a crossword question sheet in a horizontal and descending form.
- 7) The teacher prepares a list of questions related to the learning material being taught.
- 8) The teacher prepares learning tools that support the implementation of the learning process, such as student textbooks.
- 9) The teacher makes a test instrument in the form of an objective test, namely multiple choice for Cycle I (Post-Test Questions)
- 10) The teacher divides students into 6 groups with 4 students in each group out of a total of 24 students. In this II cycle, the division of groups is determined by the teacher based on high scores in Cycle I will be joined by several people with low scores in Cycle I.
- 11) The teacher distributes questions in the form of a crossword puzzle addressed to each group.
- 12) The teacher asks students to answer the questions as well as possible. By asking questions to students, students will try to express their ideas.
- 13) The teacher asks one of the students from each group to spread out in the room, looking for students from other groups who can answer questions that they cannot answer or

are unsure of the answers to. In this activity the teacher emphasizes students to share their knowledge actively

- 14) The teacher asks them to return to their original group and present the results of their respective group work.
- 15) The teacher and students discuss the answers they get and conclude the subject matter.
- 16) The teacher evaluates in writing as the final activity of learning.

b. Action

In Cycle II, the researcher carried out activities in accordance with the Learning Implementation Plan (RPP) which had previously been adjusted to the reflection results of Cycle I activities. The implementation of the Cycle II actions was carried out on Wednesday 25 January 2023 in 1 meeting with an allotted time of 2 x 45 minutes. Learning activities carried out at this meeting namely:

1) Initial Activity

- a) The teacher opens the lesson by greeting, praying and taking attendance.
- b) The teacher conditions the class so that it is not noisy and quiet to create a conducive learning.
- c) The teacher asks students' news and apperceptions by asking several questions to students.
- d) The teacher conveys the purpose of studying the material to be studied so that students can apply it in everyday life.
- e) The teacher explores student knowledge by asking students.
- f) The teacher explains about the Active Knowledge Sharing method with the help of crosswords, so that students can understand and understand the steps of the method that will be used in the learning process.
- g) The teacher explains the subject matter to be studied.

2) Core Activities

- a) Students are given motivation and guidance to see, observe, read and write back related to the material for the Preparation of the Accounting Cycle in Trading Companies.
- b) The teacher provides the opportunity to identify as many things as possible that have not been understood, starting from factual questions to hypothetical questions. This question must still be related to the material for the Preparation of the Accounting Cycle in a Trading Company.
- c) The teacher divides students into 6 groups with 4 students from a total of 24 students in each group to discuss, collect information, present again, and exchange information. In this II cycle, the division of groups is determined by the teacher based on high scores in Cycle I will be joined by several people with low scores in Cycle I.
- d) The teacher distributes questions in the form of a crossword puzzle addressed to each group. Questions are tailored to the material to be taught.
- e) The teacher asks students to answer the questions as well as possible. By asking questions to students, students will try to express their ideas.
- f) The teacher asks one of the students from each group to spread out in the room, looking for students from other groups who can answer questions that they cannot answer or are unsure of the answers. In this activity the teacher emphasizes students to share their knowledge actively, but not directly giving answers, but by providing an explanation in advance regarding the question.

- g) The teacher asks them to return to their original group and present the results of their respective group work.
 - h) The teacher and students discuss the answers they get and conclude the subject matter.
 - i) The teacher evaluates in writing as the final activity of learning.
 - j) The teacher gives Post-Test Cycle II questions in the form of objective questions to students.
- 3) Closing
- a) Students are given the opportunity to ask questions that have not been understood.
 - b) The teacher gives an explanation of the questions submitted by students.
 - c) Students are asked to reflect on the learning process related to the mastery of the material, methods and learning media used.
 - d) The teacher concludes the material that has been studied, then closes the lesson by greeting.

c. Observation

In Cycle II, there was an increase in student learning outcomes compared to Cycle I. This was evidenced by the scores obtained by students after answering the questions (Post-Test) given by the researcher. Post-Test result data in Cycle II can be seen in the following table.

Table 3. Data of Cycle II Post-Test Results

No	Data	Information
1	Number of Completed Students	24 Students
2	Number of Unfinished Students	0 Students
Total Students		24 Students

Source: Research Results at SMAN 3 LANGGAM, 2023

From the table above it can be seen that all students experienced an increase in Cycle II Post-Test results.

d. Reflection

The following is the result of the reflection carried out in Cycle II, it can be seen that there are developments that occurred in Cycle II:

- 1) Students have started to understand the application of the Active Knowledge Sharing method to the material being studied.
- 2) The teacher maintains a learning atmosphere that can please students, such as being active in asking and responding and discussing material with friends.
- 3) There was an increase in student learning outcomes after answering the Post-Test questions. This can be seen from the student learning outcomes since answering the Pre-Test questions, Cycle I Post-Test questions and finally Cycle II Post-Test questions.

By looking at the increase in student learning outcomes, it can be concluded that learning does not need to be continued to the next cycle, because the learning outcomes achieved by students are satisfactory.

Discussion

Based on the results of calculating the data from the Pre-Test and Post-Test scores of cycle I and Cycle II which were obtained by students after the application of the Active Knowledge Sharing method, assisted by Crossword Puzzle media, student learning outcomes increased.

This is because students have understood the application of the learning method they have just received. In applying this method, students enthusiastically help each other students who have difficulty understanding and even answering the questions that have been provided. Students exchange knowledge as a form of student cooperation in understanding the material being studied. The answers to the questions that have been answered by each student are used as a measure of the level of learning outcomes from the cognitive domain (knowledge) possessed by each student. This is in accordance with the opinion of Sumendap (2022) which says that one of the purposes of using the Active Knowledge Sharing method is to measure the level of knowledge of students. Thus it can be said that there is an increase in student learning outcomes through the Active Knowledge Sharing method, assisted by Media Crosswords in economics class XII IPS2 SMAN 3 LANGGAM.

Referring to research previously conducted (Saputri, 2016) entitled "Application of the Active Knowledge Sharing Method Assisted by Media Crosswords to Improve Learning Activities" with the results of his research namely an increase in all indicators of student learning activity Cycle I by 67.08% to 83.92% in and strengthened to 86% in Cycle III. (Rahma & Effendy, 2016) also in his research entitled "Application of Crossword Media to Improve Social Studies Learning Outcomes in Class IV B SD Negeri 24 Palembang" found that student learning outcomes experienced an increase seen in Cycle I achieving mastery of 61% and Cycle II achieving mastery of 82%. The two studies above were carried out using descriptive data analysis techniques. Whereas in this study, researchers used the T-Test analysis technique where researchers found that there was an increase in student learning outcomes through the Active Knowledge Sharing method, assisted by Media Crosswords in economics subjects, the learning outcomes in question were learning outcomes from the cognitive domain (knowledge). This is evidenced by the value of Sig. (2-tailed) Cycle I and Cycle II each of $0.000 < 0.05$.

The thing that is difficult for researchers to experience while conducting research is that in Cycle I, students still do not understand the stages in applying the Active Knowledge Sharing method, assisted by Crossword Puzzle Media because this method and media are new learning methods for them. Students think that the Active Knowledge Sharing method allows students to copy other students' answers even though in applying this method students are asked to explain the discussion regarding questions they do not understand, so that students do not only get answers but get explanations from their friends. It's the same with the Crossword Puzzle media, where students don't understand how to answer the available empty columns. For the convenience experienced by researchers during research, namely researchers easily interact with students in class, because the place of research was previously a place where researchers conducted an Introduction to Schooling Field (PLP). That way the researcher already understands the character of each student.

CONCLUSION

Based on the results of research that has been conducted by researchers at SMAN 3 LANGGAM, it can be concluded that: The tcount value in the calculation of the Pre-Test value to the Post-Test value of Cycle I is -6,086 with Sig. (2-tailed) 0.000. Because the value of Sig. (2-tailed) of $0.000 < 0.05$, this indicates that there is a significant difference between the Pre-Test score and the Post-Test value of Cycle I. This means that there is a significant effect on the difference in the treatment given after using the Active Knowledge Sharing method, assisted by Media Crosswords in economics class XII IPS2 SMAN 3 LANGGAM. The tcount in calculating the Pre-Test value to the Post-Test Cycle II value is -9,853 with sig (2tailed) 0,000. Because the value of Sig. (2-tailed) of $0.000 < 0.05$, this indicates that there is a significant difference between the Pre-Test value and the Post-Test value of Cycle II. This means that there is a significant effect

on the difference in the treatment given after using the Active Knowledge Sharing method, assisted by Media Crosswords in economics class XII IPS2 SMAN 3 LANGGAM. Thus the action hypothesis was answered in this study, where there was an increase in student learning outcomes through the Active Knowledge Sharing method, assisted by crossword puzzles in economics class XII IPS2 SMAN 3 LANGGAM.

Based on the above conclusions, it can be seen that there is an increase in student learning outcomes through the application of the Active Knowledge Sharing method, assisted by Crossword Puzzle media carried out by researchers as an effort to improve student learning outcomes in economics subject material about Compilation of Accounting Cycles in Trading Companies in class XII IPS2 SMAN 3 LANGGAM. However, it cannot be denied that there are still deficiencies in the application of this method. Thus, the researcher provides the following recommendations: For Teachers. With this research, it is hoped that class teachers, especially in economics subjects, will be able to apply the Active Knowledge Sharing method, assisted by the Crossword Puzzle media, in the learning process at SMAN 3 LANGGAM. The results of this study can also be applied by other teachers by considering various modifications according to the conditions of the class. For students, with this research, it is hoped that students can further improve their way of learning and develop critical thinking and creativity within themselves. So that it is easier for students to understand the subject matter and can improve student learning outcomes in economics subjects. For schools, with this research, it is hoped that schools can encourage innovation in teachers, because teachers who are skilled at implementing PTK will certainly provide benefits for schools as well as the quality of education for students. For Further Researchers, With this research, it is hoped that further research will be needed to perfect the formulation of the problem in the application of the Active Knowledge Sharing method, assisted by Crossword Puzzle media which only looks at student learning outcomes from the cognitive domain (knowledge). The next researcher can examine the application of this method to improve student learning outcomes from two areas that have not been studied, namely the affective domain (attitude) and the psychomotor domain (skills).

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