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Utilization of Islamic Values-Based Crossword Puzzle Media in Pancasila Education Learning on Pancasila as the State Foundation in Grade X MPLB 4 at SMK Negeri 7 Medan

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ABSTRACT
This study aims to describe the utilization of Islamic values-based crossword puzzle (TTS) media in Pancasila Education learning on Pancasila as the state foundation in Grade X MPLB 4 at SMK Negeri 7 Medan. The integration of Islamic values is intended to ensure that learning goes beyond conceptual mastery and also strengthens tawhid, honesty, responsibility, deliberation, justice, mutual respect, and enthusiasm for seeking knowledge. The crossword puzzle is designed by combining key concepts of Pancasila, problem-solving clues, and contextual situations that are close to students' daily lives. This study uses a qualitative approach with a case study design. Data are collected through classroom observation, interviews, documentation, and student responses, and are analyzed through data reduction, data display, and conclusion drawing and verification. The discussion focuses on three stages: planning, implementation, and reflection. Within this framework, the crossword puzzle is positioned as a learning medium that encourages students to read clues, identify key terms, discuss, and connect Pancasila concepts with moral values in everyday life. This manuscript does not claim numerical improvements in learning outcomes or changes in student character before actual research data are available. Therefore, its main contribution is to describe the use of crossword puzzle media as a contextual learning medium that integrates cognitive, affective, and spiritual dimensions.

Keywords :
crossword puzzle; learning media; Islamic values; Pancasila Education; Pancasila as the state foundation.

INTRODUCTION
Education plays a strategic role in developing students who have not only intellectual abilities but also moral and spiritual character. From a values-based education perspective, the learning process needs to connect knowledge with faith, morality, responsibility, and real-life experiences. This integration is important so that learning does not separate knowledge acquisition from character development.

The Taushiah article used as a reference emphasizes that Islamic values can be integrated systematically through planning, implementation, and reflection. The values that can be internalized include tawhid, gratitude, responsibility, honesty, humility (tawadhu'), and enthusiasm for seeking knowledge. Values should not be treated as separate additions; instead, they should be connected with learning materials and activities so that students gain meaningful learning experiences.

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In the context of national education, Pancasila Education plays an important role in developing students who understand the basic values of national life and can apply them in everyday behavior. Pancasila as the state foundation should not be understood only through memorizing the principles; it also needs to be connected with attitudes and actions such as respecting others, acting fairly, taking responsibility, deliberating, and maintaining unity.

Learning that focuses too heavily on delivering content may cause students to remember terms without understanding their meaning. Therefore, learning media are needed to create activities that are active, simple, engaging, and give students opportunities to process information. Crossword puzzles are one type of educational game that can strengthen students' mastery of key terms, improve careful reading of clues, and encourage them to find answers through reasoning.

Crossword puzzles can be made more contextual in Pancasila Education by integrating Islamic values. Key terms such as honesty, trustworthiness (amanah), responsibility, deliberation, justice, brotherhood, and seeking knowledge can be connected with Pancasila values. This integration is consistent with the principle that religious values should be connected with learning materials and real-life experiences rather than treated as separate content.

The vocational school context also provides strong opportunities for this approach. Grade X students are developing new learning habits while preparing for social life and the world of work. Therefore, Pancasila values and moral values can be developed through situations that are close to school life, group work, communication, responsibility for assignments, honesty in completing tasks, and respect for differences.

Based on this explanation, this study examines the utilization of Islamic values-based crossword puzzle media in Pancasila Education learning on Pancasila as the state foundation in Grade X MPLB 4 at SMK Negeri 7 Medan. The study focuses on the media design process, learning implementation, student responses and engagement, and the strengthening of connections between Pancasila concepts and Islamic values.

The objectives of this study are: (1) to describe the planning of Islamic values-based crossword puzzle media for the topic of Pancasila as the state foundation; (2) to describe the implementation of learning using crossword puzzle media; (3) to identify student responses and engagement during learning activities; and (4) to analyze how crossword puzzle activities provide opportunities to strengthen honesty, responsibility, deliberation, justice, mutual respect, and enthusiasm for seeking knowledge.

METHOD

This study uses a qualitative approach with a case study design. This approach is appropriate because the purpose of the study is to obtain an in-depth description of the process of using Islamic values-based crossword puzzle media in Pancasila Education learning. The qualitative approach places the learning process, learning experiences, interactions, and meanings developed during learning at the center of the study.

The study was conducted at SMK Negeri 7 Medan with Grade X MPLB 4 students and the teacher involved in Pancasila Education learning as the research subjects. The subjects were selected because they directly experienced and understood the implementation of learning using the crossword puzzle media. The number and characteristics of informants should be adjusted to the actual research data.

The research process follows three main stages: planning, implementation, and reflection. In the planning stage, the researcher develops learning objectives, determines concepts and key terms related to Pancasila, designs the crossword puzzle blueprint, and selects Islamic values that are relevant to the learning context. The clues are designed not

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only to ask about definitions but also to guide students toward understanding the meaning and application of values.

In the implementation stage, the crossword puzzle media are used individually or in groups according to the learning plan. The teacher provides an orientation, explains the rules, facilitates discussion, and gives feedback on students' answers. After completing the crossword puzzle, students are guided to explain the relationship between the key terms they find and Pancasila values and moral values in everyday life.

In the reflection stage, students are given opportunities to share their learning experiences, difficulties, values they gained, and ways to apply those values at school, at home, and in the community. Reflection is also used to examine the connection between conceptual understanding and attitudes shown during the activity.

Data collection techniques include observation, interviews, documentation, and student responses. Observation is used to record student engagement, cooperation, accuracy, honesty, responsibility, and interaction. Interviews are used to obtain information about teachers' and students' experiences. Documentation is used to complement the data with learning materials, crossword puzzle media, students' work, and activity documentation. Student responses are used to describe their interest in and experience with the media.

Data are analyzed interactively through data reduction, data display, and conclusion drawing and verification. Data credibility can be strengthened through source and technique triangulation by comparing information from teachers, students, observations, interviews, and documentation. The procedure follows the research pattern in the reference article, which uses observation, interviews, documentation, interactive analysis, triangulation, and member checking.

RESULTS AND DISCUSSION

Planning the Islamic Values-Based Crossword Puzzle Media

Media planning is the initial stage to ensure that the crossword puzzle functions not merely as a word game but as a learning medium that supports the objectives of Pancasila Education. The design begins by determining learning outcomes and objectives for the topic of Pancasila as the state foundation, followed by selecting concepts to be used as key terms in the crossword puzzle. Key terms may include Pancasila, state foundation, values, unity, deliberation, justice, responsibility, honesty, trustworthiness (amanah), and brotherhood.

Islamic values are integrated through the selection of clues and question contexts. Honesty, for example, can be associated with not copying answers while completing the crossword puzzle. Responsibility can be connected with completing group assignments. Deliberation can be related to the process of deciding on an answer when there are different opinions. Justice can be associated with a fair distribution of tasks, while enthusiasm for seeking knowledge can be demonstrated through sincere efforts to find and understand answers.

This planning pattern is consistent with the reference article, which places value integration as part of learning design rather than as a separate addition. Good planning needs to consider cognitive objectives together with affective and spiritual aspects so that learning provides a more complete experience.

Implementation of Learning Using Crossword Puzzle Media

Learning using crossword puzzles is designed to create an active and collaborative learning environment. The teacher first provides an introduction to Pancasila as the state foundation, explains the learning objectives, and emphasizes that the crossword puzzle activity is not only about finding answers but also about understanding the values behind the words.

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During the main activity, students read the clues, identify key terms, and fill in the crossword puzzle. When the activity is conducted in groups, students discuss the possible answers and determine the most appropriate ones. This process gives students opportunities to express opinions, listen to their classmates, check answers, and make decisions together. Thus, crossword puzzle activities can develop both thinking skills and social skills.

The teacher acts as a facilitator by providing feedback when an answer is incorrect. Feedback is given not only on Pancasila concepts but also on the values demonstrated during the learning process. When students work honestly, responsibly, respectfully, and seriously, these behaviors can be used as concrete examples of applying values in everyday life.

At the end of the activity, learning is directed toward reflection. Students may be asked to choose one value that they experienced most strongly during the activity, explain why they chose it, and provide an example of how to apply the value at school. Reflection is important because it helps students connect the experience of playing and learning with real life.

Student Responses and Engagement

Student responses to the crossword puzzle media should be analyzed based on observation data and responses collected during the study. Relevant indicators include interest in the media, active reading of clues, confidence in expressing opinions, cooperation, accuracy, honesty, responsibility, and the ability to explain the relationship between Pancasila concepts and Islamic values.

Conceptually, the characteristics of crossword puzzles can make learning more varied because students do not only receive explanations from the teacher. They work with clues, consider possible answers, check the connections among letters, and discuss their ideas. These activities can provide a more active thinking experience than learning that only asks students to memorize terms.

However, claims about increased interest, learning outcomes, or student character must be based on actual research data. Because the initial manuscript does not yet include questionnaire results, test scores, the number of students, or quantitative observation records, this section does not provide percentages or fabricated numerical improvements.

Integrating Islamic Values with Pancasila Values

Integrating Islamic values into Pancasila Education can be understood as an effort to enrich the context of character development without changing the substance of Pancasila as the state foundation. Values such as honesty, trustworthiness, responsibility, justice, deliberation, brotherhood, and respect for others are relevant to learning activities.

The value of tawhid can serve as a foundation for the awareness that learning is part of self-improvement and that knowledge should be used responsibly. Honesty can be demonstrated by completing the crossword puzzle without copying another group's answers. Responsibility can be shown through serious efforts to complete the task. Deliberation can be practiced when students resolve differences of opinion together. Justice can be developed through proportional distribution of roles, while mutual respect can be demonstrated when students give other group members opportunities to express their opinions.

This pattern of integration is consistent with the reference article, which shows that tawhid, gratitude, responsibility, honesty, humility (tawadhu'), and enthusiasm for seeking knowledge can be cultivated through learning that is planned, implemented, and reflected on consistently. Thus, the crossword puzzle is not the final goal but a means of creating learning experiences that connect concepts, activities, and character development.

Relevance to Vocational School Learning

The use of Islamic values-based crossword puzzles is relevant to vocational school learning because the activities can be connected with work habits that students need. Careful reading of clues is related to accuracy at work, task completion is related to responsibility, group discussion is related to communication, and honesty is related to integrity.

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In Grade X MPLB 4, this context can be strengthened through examples that are close to the school environment and office administration, such as honesty in managing information, responsibility in completing documents, cooperation in distributing tasks, and respect for different opinions. Connecting the activity with a vocational context helps ensure that Pancasila and Islamic values do not remain theoretical but can develop into habits that students can carry into the workplace.

Supporting Factors and Challenges

The use of crossword puzzle media is supported by its simple and easy-to-understand format, which can be used for both individual and group activities. Teacher support is also important because the teacher determines the quality of the clues, time management, feedback, and reflection process. A conducive learning environment can further strengthen opportunities for students to discuss and cooperate.

Possible challenges include limited learning time, differences in students' ability to understand clues, and the need for teachers to adjust the difficulty level of the crossword puzzle. Therefore, media design needs to consider the number of words, clue length, difficulty level, and students' abilities. Value integration should also be proportional so that it does not obscure the main objectives of Pancasila Education.

The reference article shows that limited time, differences in levels of understanding, and teachers' need for creativity can affect the implementation of values-based learning. These findings can serve as a basis for developing improvement strategies, but the specific conditions in Grade X MPLB 4 must be determined from actual field research data.

CONCLUSION

The use of Islamic values-based crossword puzzle media in Pancasila Education on Pancasila as the state foundation can be designed as learning that combines conceptual mastery with character development. Crossword puzzles allow students to interact with key terms, read clues, solve problems, discuss ideas, and reflect on the values contained in the learning process.

The integration of Islamic values can be carried out through three interconnected stages: planning, implementation, and reflection. The values that can be developed include tawhid, honesty, responsibility, deliberation, justice, mutual respect, and enthusiasm for seeking knowledge. In the vocational school context, these values can be connected with learning habits and students' readiness for social life and the world of work.

This manuscript intentionally does not include learning outcome figures, response percentages, or effectiveness claims that are not supported by field data. To make the article a final empirical research report, the author needs to include the number of subjects, research period, instruments, observation and interview results, student responses, and actual research findings. With these data, the discussion can be strengthened and conclusions about the effectiveness of the media can be established scientifically.

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